THE Shakerite

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Shaker Heights High School
15911 Aldersyde Drive
Shaker Heights, Ohio 44120

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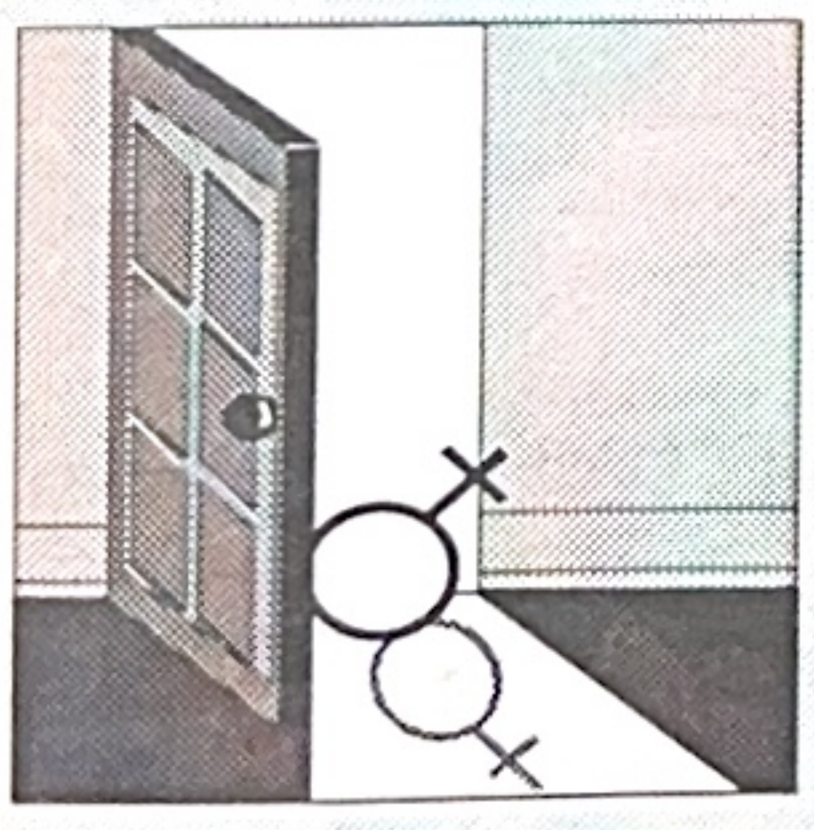


◆ WOODBURY CUSTODIAN TO ENTER SUMMER OLYMPIC TRIALS *PAGE 14*

Student group fears scrutiny, adapts to changes in culture

BY JEREMY KAHN
Co-Editor-in-Chief

TOWARD A MORE PERFECT UNION. SGORR members lead racial sensitivity activities with Woodbury sixth graders. *Photo courtesy of the Gristmill*

The Student Group on Race Relations has begun discussing the issue of gangs when visiting fifth and sixth grade classes and the group continues to broaden its curriculum to adjust to a changing classroom environment, according to SGORR officials.

"We've always talked about responsibility, choices and consequences," said SGORR adviser and sixth grade teacher Marcia Jaffe. "But, at a meeting between SGORR and the sixth grade teachers, they suggested the idea of talking about the choices involved with gangs."

To help train SGORR members, Jaffe invited Dr. Charles See, an expert on gangs, to address CORE, the group which forms the leadership of SGORR.

"Many of our students wanted to hear more about this topic before taking it into the classroom," Jaffe said. "We are now giving the groups the option of discussing this issue as part of our regular sessions in the classrooms."

SGORR is also facing other challenges, Jaffe said.

The club, which is now averaging an annual membership of 150 to 170 students, is wrestling with various pressures created by its continued expansion, according to Jaffe.

"We've always been under pressure to change to a selective membership procedure. As we continue to grow, this pressure is becoming more intense. Most CORE members, however, are not in favor of becoming a selective club," she said.

Jaffe and other SGORR members point to the demographic breakdown of the CORE group, which they say is 50 percent white, 50 percent minority, 50 percent male, and 50 percent female, as an example of the club's success and the benefits of having a nonselective organization.

The group's expansion has also brought requests from both fourth grade and middle school teachers that the club expand its programming and curriculum to cover more grades, Jaffe said.

"We have done some programs at the Middle School, and fourth grade teachers are continually requesting that we start our program earlier since students stop attending neighborhood schools after fourth grade," she said.

Jaffe and other SGORR members acknowledge that so far, SGORR has been wary of expanding too much. SGORR has moved cautiously, establishing liason officers to work with teachers and adminstrators in the lower elementary schools so the potential for expansion remains, according to Jaffe.

CORE members senior Brett Jones and sophomore Khadija Woods stressed SGORR's need to maintain a strong foundation of black males in the organization.

"I think we need to get more black males reapplying for CORE positions," Jones said. "They create the strong foundation necessary for solving problems in the classroom."

Jaffe said she believes that after four years of an outreach program which actively works to recruit black males into the organization, SGORR has the depth of leadership it needs for the future.

Against this backdrop, many members of CORE have expressed concern that they will come under increased scrutiny after two members were caught allegedly stealing a pack of gum from the Heinen's at Shaker Towne Center on March 13 on a lunch break from a Woodbury visit.

"I think that all of SGORR cannot be blamed for the action of these few individuals," CORE member senior Brett Jones said. "However, I'm afraid this may have a negative effect on all of SGORR."

Jaffe said she believed that SGORR's record is such that the organization would not be restricted in any way by the administration and that the recent incident would have litle impact.

"In the past eight years, we've had almost 1,000 kids involved with SGORR. I see no reason why the administration should change its current attitude toward us as the result of the actions of two individuals," Jaffe said.

Other SGORR members fear that some sixth grade teachers who are opposed to SGORR may use this incident as a rationale for discontinuing the program.

As of Monday, the administration had made no statement on or as a result of the incident.

Curriculum changes implemented for '92-'93

■ More courses to be available at honors level next year

- According to principal Jack Rumbaugh, a number of courses will be offered at the honors level as well. Certain classes will be both College Prep and Honors in a combined class, while some of the classes have added a separate higher-level class. Some of these classes are as follows:
    - *Film As Art*
    - *English (College Prep and Honors offered within same class period)*
    - *African-American History*
    - *Photography*
    - *Creative Writing*
    - *Advanced Architecture*
    - *String Ensemble*
    - *Journalism I and II*
    - *Advanced Journalism – Newspaper Production*

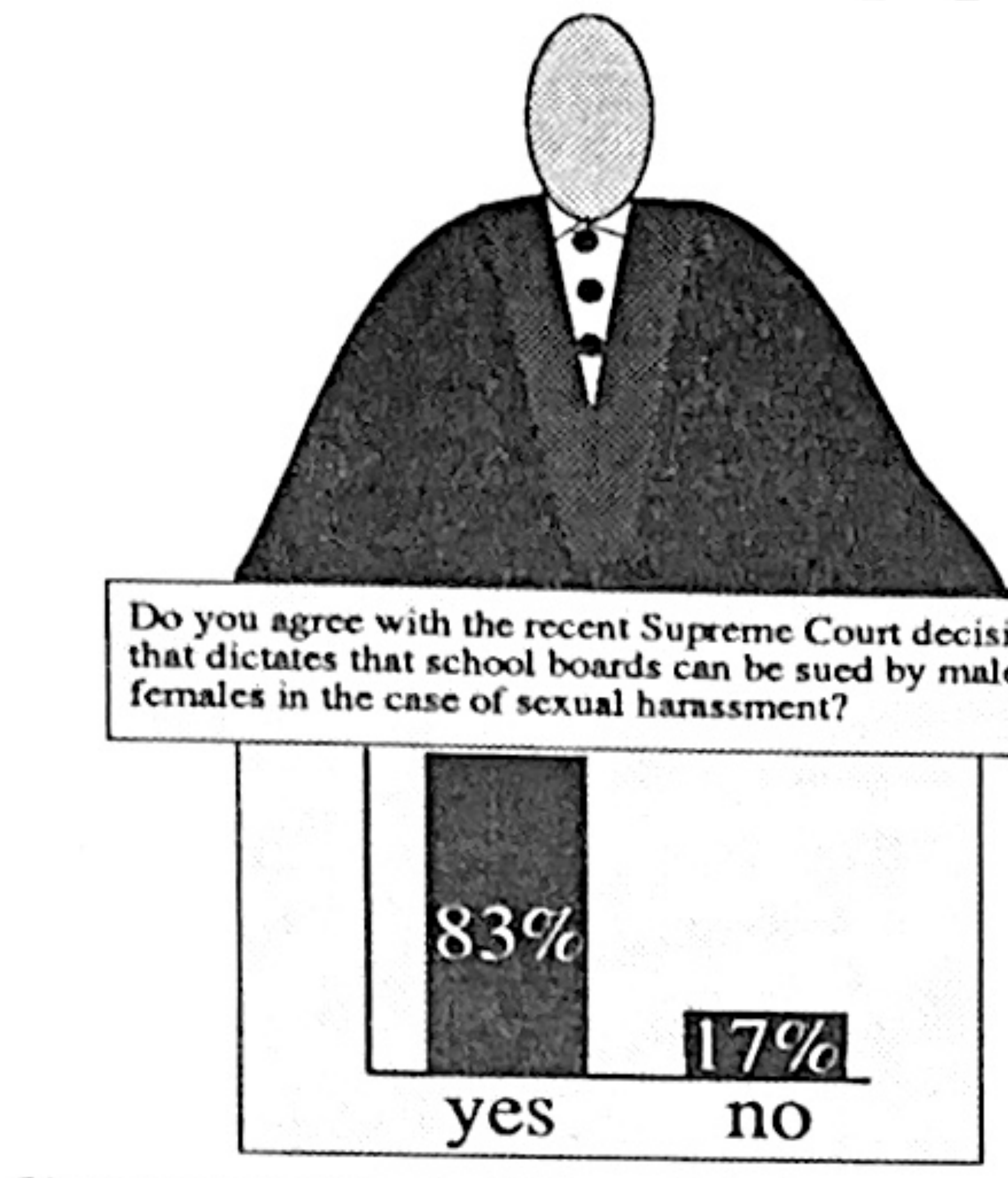
■ Distinction made between co-curricular and extra-curricular activities

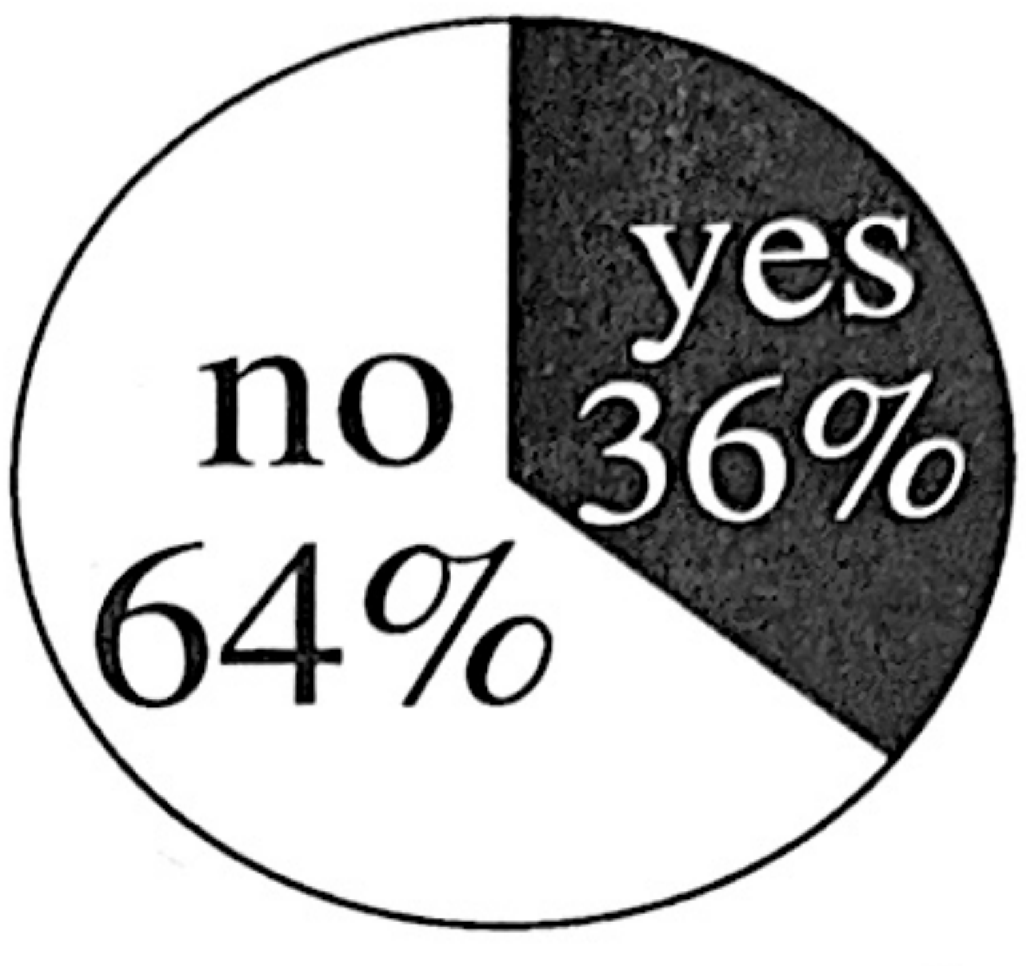
- *Co-curricular* activities have a direct link to prior classes being offered, according to Dr. William Newby, Chair of Curriculum and Instruction. These activities are courses which meet within the framework of the class period schedule and have an established course of study. Classes such as band and some theatre courses are designated as co-curricular activities.

- *Extra-curricular* activities have no direct link to an established course. Students do not receive credit for extra-curricular activities. A teacher is not necessarily certified to instruct an extra-curricular activity. Activities such as speech and debate and all athletic teams are extra-curricular activities.

Students support high court decision

Source: Shakerite survey of 275 students





Have you ever been sexually harassed at the high school, either by another student, teacher or other employee of the school?

Shakerite graphics by Kathryn Schulz

SAT changes to take effect in '93

BY REBECCA DAVIS
Staff Reporter

Revisions in the content, subject matter and objectives of the SAT, PSAT and Achievement tests, written by the Educational Testing Service, will appear during 1993-1994, according to a College Entrance Examination Board report.

The changes range from major alterations in the structure of the familiar SAT-I verbal and math tests, to renaming the Achievement tests, which test specific subjects, to the SAT-II tests, according to the ETS.

The math reasoning test will be modified to include a section in which students can grid in their answer without multiple choice answers, the College Board report said. Though not required, calculators will be permitted for the first time during the examination.

Antonyms will not appear on the verbal reasoning section in the fall of 1994, the report stated. Instead, the test will include expanded critical reading and sentence completion sections.

Not only will the reading passages be longer, but the verbal tests, according to the ETS, will include a pair of reading passages on the same or related topics.

"One of the passages will oppose, support, or in some way complement the point of view expressed in the other," the report explained.

The Test of Standard Written English, TSWE, will no longer be included in the SAT.

Each new SAT-II test will include a Writing Test involving a direct writing exercise as well as multiple choice questions. New tests will be Asian languages and English-as-a-Second-Language Proficiency tests. Students will be able to choose from 18 specific subjects in the areas of writing, literature, foreign languages, history, mathematics and sciences.

These alterations were announced in the fall of 1990, the report said, after three years of research beginning in 1988.

"Responding to educators throughout the country, the revisions are designed to ensure that the SAT will continue. as it has for more than half a century, to play a vital role in American education," the College Entrance Examination Board's report continued.

As a test used to asses students' skills needed to succeed in college, the College Board said that the SAT revisions recognize the, "increasing diversity of students in our educational system, as well as changes in how and what these students are being taught in secondary school."

These tests are currently being field tested by 257,000 high school students in 2,400 schools across the country. On Feb. 24 and 28, 40 Shaker students here participated in the field trials.

According to the ETS, the purpose of the field trials was to measure the usefulness and fairness of the tests as a tool in the college admissions process.

"Test results [from the field trials] will help establish final content, timing, and statistical specifications for College Board's new PSAT/National Merit Scholarship Qualifying Test, SAT-I Reasoning Tests, and SAT-II Subject Test (the expanded and revised Achievement Tests)," a statement by the ETS said.

In light of these changes, Allen Grigsby, who oversees the administration of tests for the school, emphasized that the overall importance of the tests needs to be kept in perspective.

"Sometimes people will look at a score and forget about everything else, but we have to realize that the tests [students] take are not the most important thing [on their transcripts]," Grigsby said. "The courses they take and the grades they get are the most important part of their record."

Debaters to prepare for nationals

BY CARRIE LYONS
Staff Reporter

Juniors Nanar and Nanor Tabrizi qualified for the national debate tournament by tying for first place in the area of policy (two-man) debate in a statewide tournament at West Carrollting High School in Dayton on March 5, 6, and 7.

The Tabrizis are the first students in five years to qualify for the nationals from our high school and will compete in Fargo, North Dakota against teams from all over the country.

The debating team sent ten members to the Dayton tournament. Although the team did not win any medals at the state tournament, Latin teacher and head coach Robert White said team members accentuated the positive aspects of competition.

A majority of the team members felt that the tournament was worthwhile.

"I came to the tournament to compete and finish with a medal, but just as importantly, I came for the experience of competing against some of the best teams in the state," senior Victoria True said. "The level of competition was truly outstanding and I will always remember it."

According to White, the team did well at states because of excellent performances by many individual competitors.

"(Junior) Jeremy Liegl did a good job in his category by reaching the octofinals, which is the round before the semifinals containing 16 people," White said. "(Freshman) Shana McCormack also made the octofinals. This is a notable achievement, particularly because Shana is a freshman competing against more experienced players."

In addition to the state tournament, there was also a state novice tournament for freshmen March 13 at the Middle School. In this competition, which was judged by older students, the four-man policy team of Allison Schmidt, John Litt, Michael Town and Margaret Sawyer came in ninth place in the states.

"All year we go to small tournaments, and try to qualify for the national competition. The two goals for all debaters are one, to qualify for states and two, to qualify for nationals," Nanor Tabrizi said.

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Proficiency tests indicate improvement

BY AMY GURGLE
Staff Reporter

Proficiency Test results: Shaker breakdown

	Writing	Reading	Math	Citizenship	All	3 of 4
Total	82%	86%	57%	82%	54%	24%
Female	90%	90%	62%	82%	61%	20%
Male	75%	81%	53%	81%	47%	28%
Black (Total)	73%	78%	34%	71%	30%	34%
Female	82%	84%	38%	71%	35%	33%
Male	65%	72%	30%	71%	25%	35%
White (Total)	95%	96%	91%	97%	86%	11%
Female	100%	97%	92%	96%	92%	4%
Male	90%	94%	90%	97%	78%	19%
Other (Total)	78%	89%	67%	78%	56%	22%
Female	100%	100%	75%	100%	75%	25%
Male	60%	80%	60%	60%	40%	20%

This year's proficiency test results, which are mandated by the state of Ohio for graduation indicate an improvement over the 1990-1991 results.

The tests, given to all freshmen and sophomores who did not pass last year, cover the areas of reading, writing, mathematics and citizenship. The percentage of students who passed all four tests increased by five percent form the 1990-91 test. Writing was the only area in which the scores decreased. In all areas, the percentage of students who passed in Shaker was significantly higher than the average for Ohio students.

A disparity exists between white and black students' proficiency test scores. The largest gap was 91 percent of whites passing mathematics, while only 34 percent of blacks passed. The smallest gap was in the reading section. The difference was 18 percent in favor of white students. Many teachers, administrators and students were alarmed by the difference.

"What I'm bothered by is the discrepancy of the passing and failing rate between the races because I don't see it," English teacher Marianne Schwartz said. "In my classes, the kids who failed were equally split by race. We do so much work here to help everyone."

Another discrepancy was in the percentage of males and females who passed all tests. In all race divisions, females outperformed males by a sizable margin. For the state, however, the passing rate only differed by one or less than one percent between the sexes.

Tutoring sessions were scheduled to help the students who did not pass prepare for the retakes on March 2-5.

For the writing test, tutoring sessions were held for students in humanities and general education classes while workshops were scheduled for students in college preparatory and honors classes. Students were able to work on their writing skills individually as well as in small groups.

"Most (of the students) were very close to passing. The idea was that with the sessions they would do that much better on the test," special instructor Carole Kovach said. Kovach assisted the students with their writing by giving them sample topics to write on and then going back over them with the student. Kovach said that the things she felt were most important to teach the students at the tutoring sessions were writing, content, organization and writing usage.

For the reading test review sessions were held by reading specialist department head Mike Nash. Nash said students went over reference sources, maps and solving questions with inverted answers. Nash said some pitfalls students fall into while taking the test were careless reading, rushing through the test and not double checking their work.

"My overall reaction to the school was that I am pleased. I was not pleased with the minority scores. It has to be an effort from the home, the teachers and the students. There is always room for improvement, and I think what happens on that test is you have to look at the individual who didn't do well and figure out why rather than focus on the group," Nash said.

Nash reported a very bad turnout for his review sessions. He said that aside from the students he worked with in class, only two students showed up for help.

The fear of failing was one reason Nash said many students did poorly. He said the students were afraid to put effort into the test, then fail and find out they weren't good enough. Instead, they hurried through the test with little effort so they would have an excuse if they did not pass.

Nash also attributed an overload of homework to the unwillingness of students to take on extra responsibilities. He said students are averse to going home and doing more schoolwork, taking away free time.

To review for the mathematics test, which had the lowest passing rate, students were able to obtain review and practice packets from their math teachers. All math teachers were to be available to give assistance where needed. The main focus of teachers was helping the students with the measurement and arithmetic sections of the test. Also, in the Tutoring Center, students were able to take practice tests after reviewing the materials.

To prepare for the citizenship test, students were able to meet with their social studies teacher or go to review sessions held by social studies department head Terry Pollack and social studies teacher Jerry Graham.

"I feel this year's statistics seem to show an improvement. Maybe students were more serious about trying to pass them," social studies teacher Jim Burry said. "To compare all the schools is unfair because we have a much more heterogeneous group of people that the school has to address. Considering the diversity of the school, I think we did very well."

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Students performing, not learning

RITE IDEA

There is no question that the Shaker Heights school system can potentially provide an excellent education for all of its students. It has the resources and the teachers at hand to be a model for public school education. Although the potential for excellence exists, the reality falls far short.

The major problem arises in the leveling system. Yes, leveling is necessary to provide for the diverse educational needs of the student body. Some students are able to progress at a faster rate than others and, thus, require more intense courses. Despite this, all students deserve the highest quality education possible to suit their needs. This is not happening at Shaker.

Advanced Placement courses are meant to be college-level classes in order to gain college credit. Apparently, these classes are not intensive enough as students can pack their schedules full of AP classes. Many students do this not to gain knowledge or an education, but to pad their G.P.A. for colleges. Perhaps students should be limited to two AP classes a year. The result of this would be the strengthening of both the AP and other level classes, as more students would take honors or college prep classes.

The emphasis on taking AP classes has led to the neglect of the middle level student. Another factor leading to this neglect was the administration's decision a couple of years ago to reweight general level classes so they are equal to college preparatory. College prep should, theoretically, be the most emphasized level with general being for students who need extra help in certain subjects and AP or Honors being for students who are especially skilled at certain subjects.

Too many students are pressured into taking levels of classes in which they do not belong. Thus, upper level classes become crowded. Many good students who would normally be taking college prep classes are not and, thus, these classes are weakened. By limiting students to two AP classes a semester, the problem would be greatly alleviated.

The stacking of G.P.A. in such a manner as many students currently do is a major cause and effect of the education problem. There is too much emphasis on grades and getting into college. The emphasis of the Shaker schools should be to produce individuals who are able to be a functional part of the world around them. Are students at Shaker learning, or are they just performing? They should not only be educated, but they should learn to want to be educated; they should learn to be people.

The school system needs to reexamine its goals. Tracking of students, at least in some form, now starts as soon as fifth grade. For many current high school students, it started at least as early as seventh grade. Is there an allowance being made for students who become motivated later than seventh grade?

There is no doubt that Shaker is successful getting its students into college. There is also no doubt that Shaker students are capable of getting high grades (according to the guidance department, 50 juniors have over a 4.0 G.P.A.). However, the school must ask itself if the students are learning to become educated members of society. Unfortunately, until Shaker reevaluates its goals, the answer remains uncertain.

CHEERS & JEERS

SPRING BREAK

Shakerite artwork by I-Huei Go

Cheers to Peter Nathanson, Shaker's first state champion wrestler since 1970.

Jeers to David Duke and Pat Buchanan... Can you believe these guys are actually running for president?

Cheers to spring break!!!

Jeers to coming back to school after spring break.

Cheers to the band going to England over spring break.

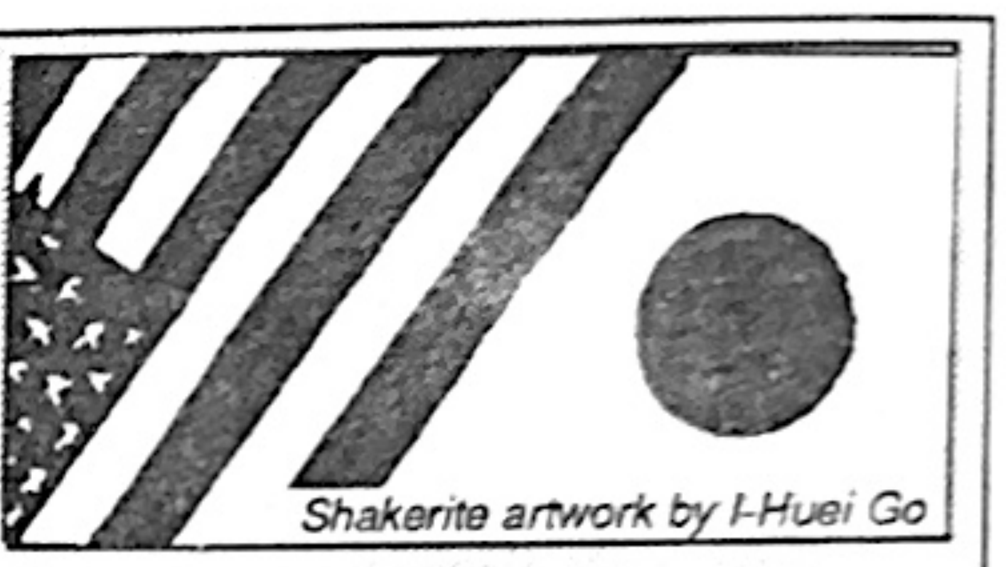
Cheers to the debate team for going to states.

Jeers to the new scheduling for next year which allows for no free peiods.

Cheers to summer! (Oops- a bit premature, I guess?).

Cheers to the Shakerite for winning the Columbia Press Association's Silver Crown Award which is given to the country's top high school papers.

Jeers to everything.



Shakerite artwork by I-Huei Go

Cheers to the Japanese exchange students and to the Shakerite students who housed them.

Jeers to the U2 concert selling out in 17 minutes... Who actually got tickets, anyway?

Cheers to existing... it's great to be.

Jeers to the staff entrance/exit in the main office...another pretentious "teacher" thing.

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THE TOP TEN

10. Here is a chance to create your own Top Ten list. Enter as many lists as you like.

9. The best list will be printed in the next issue of the Shakerite and attributed to the winner.

8. All lists must be submitted to the Shakerite office (room 224) by April 10—put them in the letters to the editor box. Please include name and grade.

7. It must be a totally original list.

6. Must be suitable for print (no obscenity, vulgarity or excessive sexual innuendo).

5. Winner gets a free piece of Shakerite pizza every week—Mmm, good!

Guidelines for Top Ten list contest

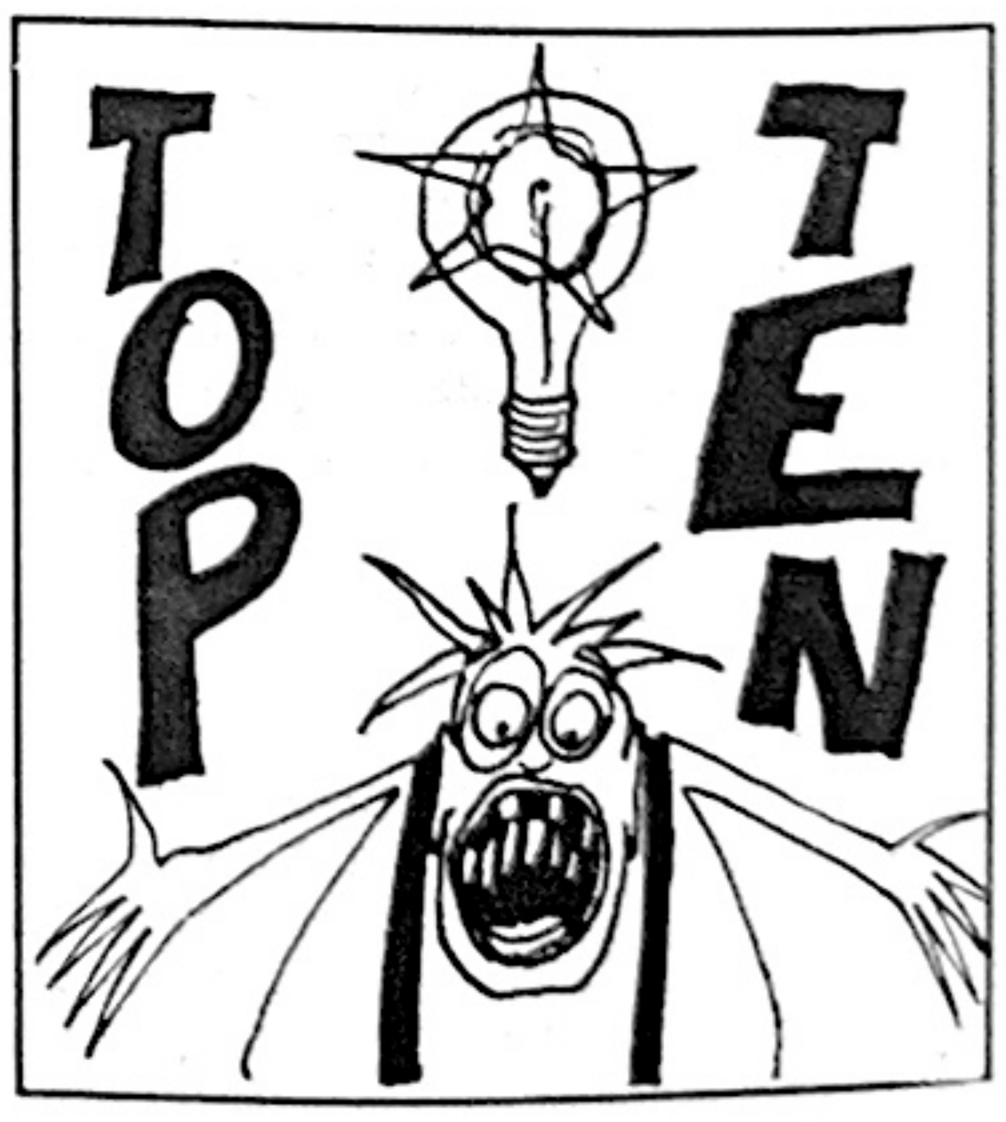
4. Must be funny!!!!!

3. Members of the Shakerite staff are not allowed to enter.

2. Must actually contain ten items.

...and the #1 guideline...

1. Don't talk to strangers and make sure to floss daily.



Education needed to combat Hate

BY ANDY ELLNER
Staff Reporter

Last month the house of an African-American family living in a predominantly white neighborhood on the east side of Cleveland was fire bombed. Hate.

Recently two synagogues in Dayton were desecrated with anti-semitic grafitti. Hate.

College campuses across the country have reported incidents of racism, anti-ethnicism, and gay bashing. Hate.

America is a country founded on principles of brotherhood and equality. Not until very recently have laws in accordance with these principles begun to give all citizens equal rights under the law. But there is something which cannot be legislated against. It is Hate.

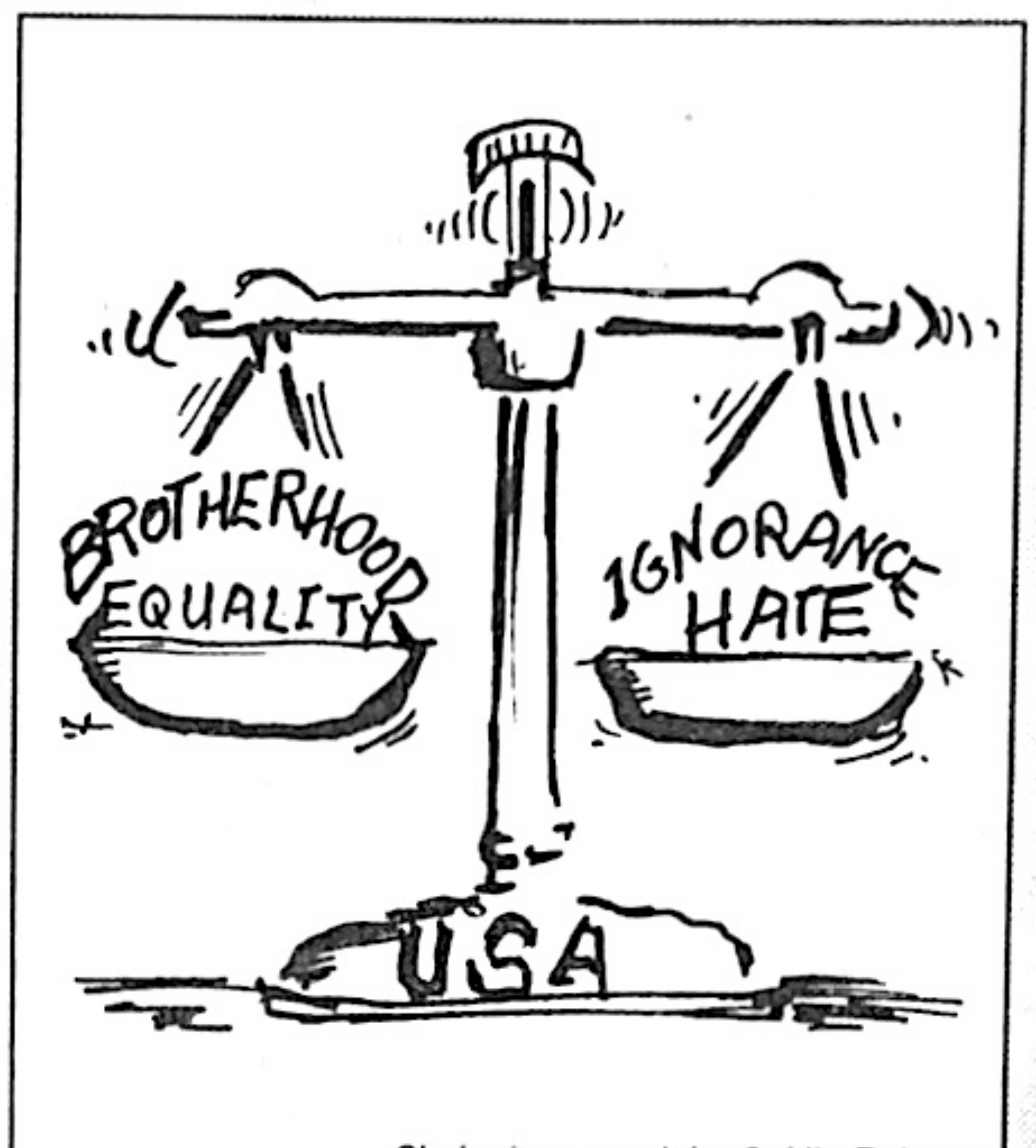
What then can be done to stop Hate? The first step must be recognizing that it exists.

While it would be ludicrous to say that Shaker is a place without racial problems, there has been a minimum of racial tension in the community. Racism in Shaker is of a more subtle brand. It is an institutionalized form of racism that has likely existed since the Van Sweringen Brothers laid plans for the city.

Though these discriminatory practices are no less dangerous than more overt acts of racism and prejudice, it is important to note that we are fortunate in avoiding the types of violent racism and crime stemming from Hate that exist throughout the nation. It would be easy for us to ignore the problems that exist locally and around the country, but we cannot do this. We must act.

The next step, after admitting the problem exists, is understanding its extent. We must understand Hate and the effects it has on people.

There are many theories about how Hate arises. According to the Anti-Defamation League, a group founded to keep track of Hate related incidents, Hate is a product of disenchantment and alienation from the community. It often results from frustration and the need to find a scapegoat.



Shakerite artwork by Caitlin Roberts

Major events frequently effect a rise in Hate crimes. The Gulf War resulted in an upswing of anti-Arab as well as anti-semitic incidents. And the recession, many experts predict, will also cause increased tension among all groups.

To address these issues in our city, there is the Cleveland Community Relations Board. This group and others try to make the community more open for the individual. Cleveland also works to give the individual ethnic groups pride and identity, as well as needed social services.

Hate is perpetuated when parents raise their children with various negative stereotypes about groups of people. When a child is repeatedly told something, it becomes ingrained in his memory, and it influences the way he acts for the rest of his life.

There are too many homogenous schools and areas in America; too many places where children grow up to be young adults without ever meeting people different from their own racial or ethnic group. Because they are never taught a different way of thinking, stereotypes become a reality to these kids and they readily join groups like the Ku Klux Klan and the Skinheads. They must be reached in their formative years before it is too late.

This leads to the final and most important step of ending the Hate problem—education. First, the various ethnic and racial groups must learn to understand different heritages and ways of thinking. The NAACP and the Jewish Community Federation plan to co-sponsor a group of Black and Jewish teachers who traveled to Senegal and Israel. The purpose of the trip is to develop a more culturally involved curriculum and to promote a better understanding among teachers and students of different ethnic groups.

Programs like this, along with plans more directed at students must be initiated. Shaker's Student Group On Race Relations (SGORR) is an excellent example of what must happen throughout the nation. The concept is to weed out the roots of racial problems at the elementary school level before students are too old to listen.

This educational process will not have immediate or complete success. It will require patience, persistance and an understanding that Hate is a disease that can never be entirely remedied. As long as people are different, there are those out there who will hate. At the same time, efforts must never be abandoned, for even a partial success will mean a better life for everyone.

Minorities not motivated by counselors

To the editor:

An article in the Feb. 13issue, "Upper level classes lack minority enrollment," especially got my attention. Myself being a minority, I agree with you on this topic totally. My friends and I sometimes discuss the ratio of white to black students in honor and AP level classes. We feel that part of the reason that there aren't more minority students enrolled in these classes is because some of the counselors and teachers, mainly counselors, do not motivate the students to take such classes. They give excuses such as, "it might be too much for you, so don't take it," or just a plain, "I don't recommend that level class for you." Most of the time when this is said, a student feels that the counselor is right and becomes discouraged. I have heard about this happening many times. Counselors do not educate minority students on all of the options they have. If a black student is recommended by a teacher to take an upper level class and the student goes to their counselor with this information, they, as a counselor, should encourage this student to go on ahead and take this class just because they are black, even if the student body feels that he/she is incapable of taking the upper level class. After all, they are always able to drop down to level 3 later. Many times, when a minority student walks into the upper level classroom and sees that he/she is the only black student there, they automatically put themselves down and feel that they can't do it. They are uncomfortable, yet, they haven't even tried.

The most important cause of black students not being in upper level classes is that although they are capable enough, they are lazy and do not want to do the work. This is why I feel it is up to the teachers as well as counselors to motivate, encourage and help more minority students take on the challenges of being in upper level classes.

In conclusion, I would like to say that by writing this letter, I hope to get minority students' attention about this situation and hopefully see a change. Blacks always say that the whites are putting them down. Well, not this time. This time it's ourselves.

Miesha Filey, junior

To the editor:

Upper level classes lack minority enrollment in Shaker Heights High School, meaning that fewer Afro-American students are enrolling in AP leveled classes and they can't accept the advantages that are being given in those classes. The statistics show that the percentage of whites in AP leveled classes is much higher than blacks and other minority groups. In black society they sometimes say that if you become educated you become white-acting. But naturally you are selling out to race. Tensions can also exist in the classroom for minorities in upper level classes. A lot of people sit in theso classes and wonder if it is really worth it. Am I going to pass with honors or am I going to waste my time eating a rotten apple? Something to think about, isn't it?

Donzel R. Brooks, senior

LETTERS TO THE EDITORS

Library silence hampers learning, students

To the editor:

As a senior, I have seen the treatment students receive from library aides worsen as the years have gone by. First of all, I understand the fact that books were being stolen and the agreed way to prevent this was to keep all bookbags in the front of the library. However, at the same time, we are risking property being stolen and tampered with. Whether the property is ours or the school's, we are responsible for replacing the items if something is wrong with them or if something is stolen. Secondly, the rule of no talking in the library is ludicrous. At the Shaker Heights Public Library, there is an understanding that low volume talking is not only permitted, but a required essential to the learning process and the sharing of knowledge. Students in our library can't even share an idea on how to solve an algebra problem without being yelled at for talking. If students can work at the public library with talking permitted, they can certainly do it here without being hassled by librarians. I know that a majority of the people that use the public library are mature adults, but I feel as though there are some mature YOUNG adults in this school. I thought the purpose of school was not only to teach us the academic aspects of life, but also to teach responsibility and respect. If we are treated without any respect for our maturity, of course our first instinct is to rebel.

Lastly, the librarians should be happy that students are actually using the library. Some places in the world have libraries that are hardly used at all because of the lack of interest in reading and learning. The excellence of our school certainly does not apply to the treatment of its students. Something must be changed before the high school is completely transformed into the next Alcatraz.

Jon Perkins, senior

Importance of Egypt ignored by school

To the editor:

Ted Folkman's response to my letter was a clear example of what I discussed in the letter. In writing his letter, Mr. Folkman clearly showed his lack of knowledge. Yes, he has a knowledge of Greek civilization. However, he has failed to get a grasp on Egyptian civilization. This is because it is not emphasized enough in school.

If Egypt predates Greece, then where do you think Greek civilization evolved from? Ted wrote in his letter, "It is more important to understand Greek mythology... than it is to study the sayings of the pharoah Imhotep." However, Imhotep is mentioned in Greek mythology! So what is he saying? Although Ted is a very intelligent student, his letter shows ignorance of the importance of Egypt.

In closing, Ted also says in his letter, "Greece, as well as Egypt, is our common past, whether we are born into those cultures or not." Then why does he place the importance of Greek civilization over that of Egyptian civilization? I think it is sad for a merit student, or any other student, not to have knowledge of other cultures and civilizations. That is what keeps us apart as a people.

Larry Braddell, junior

To the editor:

In response to Ted Folkman's atrocious letter on the importance of Greek philosophy, he fails to realize that everything the Greeks taught, created and learned had Egyptian philosophy and teaching as its origin (see "Was Cleopatra Black?", *Newsweek* Sept. 23, 1991).

First of all, Imhotep was not a pharoh, he was the true father of medicine, who paved the way for your so-called father of medicine, Hippocrates. The Greeks were bisexuals and participated in orgies. If this is what you want to praise Greeks for, you better look deeper. You cannot ignore the fact that the Greeks stole everything. There is no Greek teaching or philosophy that is original in its content. Greek mythology is a carbon copy of the Egyptian gods and godesses which most Greeks prayed to religiously. How can you praise thieves and give them credit for what they stole?

The letter shows no knowledge of anything except what the school wants us to know, which is Eurocentric thought and teaching. The key to your existence is in Africa. I respect your desire for learning Greek history, but if you want to learn 50 percent of your true background, so be it. But I guess its safe to say that as long as Eurocentric ideals are being taught and multiculturalism is being ignored, there will be continued ignorance from you and anyone else who claims Africa is not important.

Michael Simmons, senior

Cultural differences evident at assembly

Marshall Levin

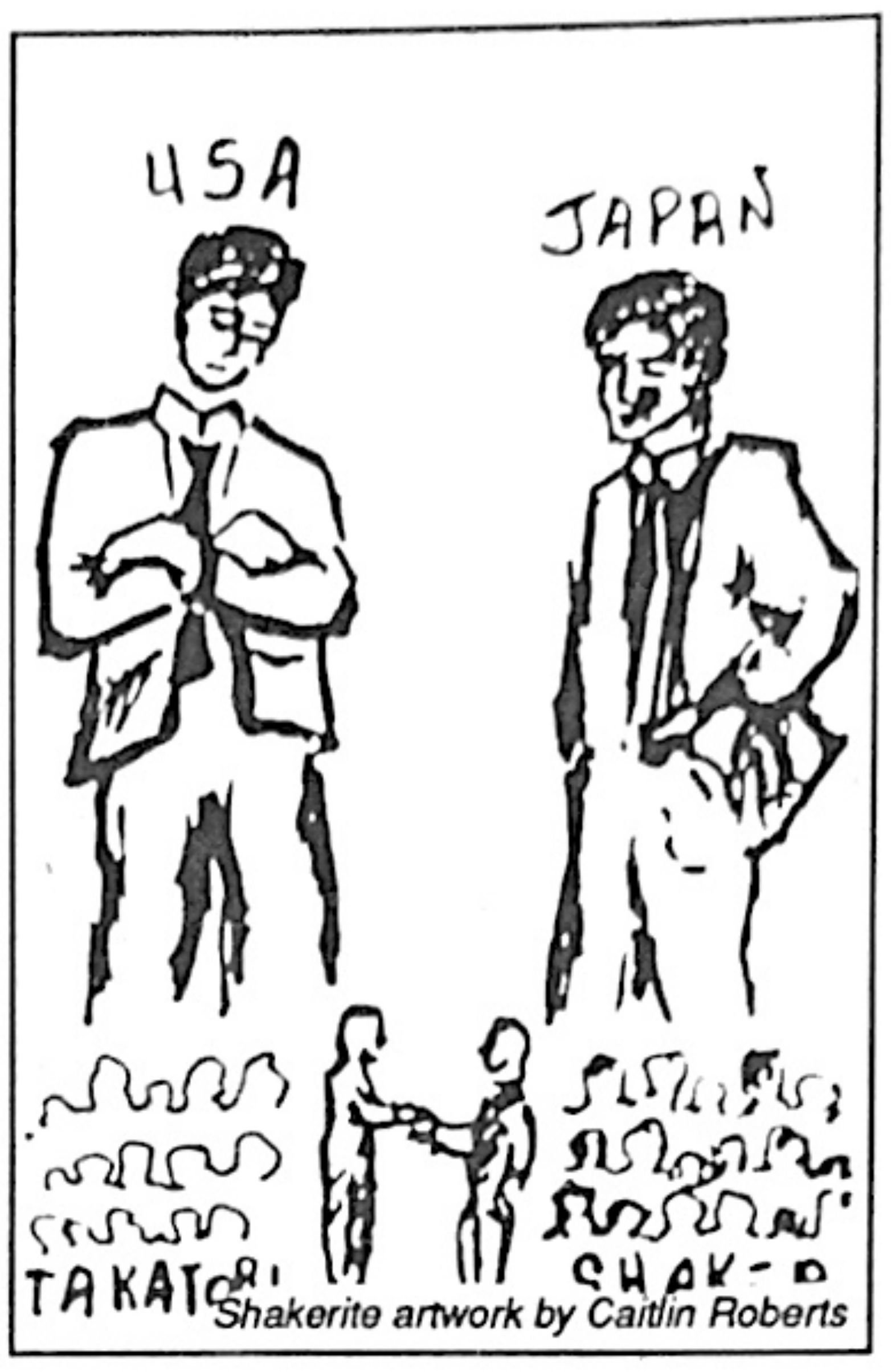
6 1/2 of one, dozen of the other

Jeremy Kahn

As stories about Japan bashing dominate the headlines, 14 students and two teachers from Takatori High School in Nara, Japan, arrived as part of the annual exchange program between Shaker and her sister city in Japan. This cultural exchange is to be applauded. It encourages meaningful interaction and cultural understanding and is far more positive than many other famous US-Japanese cultural exchanges (Admiral Perry, Pearl Harbor, Bush hurling on the Japanese prime minister). But, as I sat through this year's Japanese welcome assembly, I observed a grand irony to the whole proceeding.

While filing into the auditorium, certain stereotypes were immediately reinforced. The Americans behaved in typical fashion: speaking loudly, calling out to friends, failing to be seated despite repeated requests, and presenting a generally chaotic image. The ever-polite and uniformed Japanese students sit almost silently, patiently awaiting the assembly's commencement and curiously watching the activity going on around them. True, the Japanese are guests and Americans might behave similarly in such a foreign situation. However, given the reputation of the Japanese for respect, discipline and etiquette, the contrast between the two nationalities is striking.

Once the students have settled down, introductions are made and gifts exchanged. Here, as in much of the program, there is problem with sound system feedback when people speak at the podium. Viewed cynically (as is this column's general trend), this could be an indictment of American technical expertise and literacy, and confirmation of recent Japanese criticisms of the US.



Shakerite artwork by Caitlin Roberts

The bulk of this assembly is concerned with entertaining our Japanese guests with a taste of American culture. The jazz band plays, the Chanticleers sing, the acting ensemble performs a routine which supposedly combines tai chi with an old Hebrew folk song (did anyone hear any Hebrew in this bit?), and this year, special guest Michael McElroy, a Shaker alum fresh from Broadway, demonstrated his beautiful voice. It seems to me that all of this is more than a *taste* of American culture— it constitutes an entertainment barrage, throwing many of the school's most talented individuals at the exchange students in a single assembly. Cynically speaking, this blitz is perhaps intended to make us feel good about ourselves. We may not be as smart as the Japanese, our schools may be worse, we may not be able to build better cars, but there is one thing that Americans do better—we can entertain the socks off the rest of the world.

And then, in a cruel joke, the Japanese follow McElroy's presentation with a traditional song and dance number of their own. McElroy would be a hard act for almost anyone to follow, but it is especially difficult for the jet-lagged Japanese students. Observing the Japanese students as they exited the stage, it was interesting to note the one piece of clothing in which they apparently had freedom in selecting: their footwear. Score one for personal expression: not one student had the same pair of shoes as another.

Admitedly, most of the above criticism is entirely unfair. After all, what is the point of a cultural exchange, if not to show both cultures? What is the point of a welcome assembly, if not to entertain our guests? In the future, the Japanese students should perform before any American acts, allowing them to sit back, relax, and enjoy the rest of the assembly being given in their honor. As to the rest of the comments, it is sometimes good to view the world through the fish-eye lens of cynical thought, if just for a moment.

Contrived 'sports' fill the Olympics

OUT IN LEFT FIELD

MIKE GIANNELLI

What exactly qualifies as a sport? I often wondered this as I watched the Winter Olympics last month.

Take curling for example. A couple of guys from countries where it is apparently too cold to think up real sports sweep ice. Then, as if that were not thrilling enough, what looks like a smushed egg with a handle on it cruises behind them at the blazing speed of several inches per minute.

This is an insult to the Olympics. It is much too violent. What if one of the broom bristles broke off and somebody slipped on it? Or, even worse, what if the zamboni accidently gobbled up one of those curling egg-handles? Then the ice time schedules would be all messed up and we might not get to see short track.

Ah, short track, a personal favorite. Four years ago, when it resembled roller-derby on ice, it was a sport. Now the rules have changed and it has become too similar to speed skating, which is definitely not a sport. Any event where the participants' calves are thicker than my head does not qualify as a sport.

Speed skating should be replaced with something new, something interesting and fun, something like "book-bag toss into the tape-marked square that replaced the bin in the library."

Another brilliantly contrived sport is biathalon. How many times have you heard a sports fan grumble, "Well Joe, I wish we could find out who can ski and shoot the best?" This is like combining croquet with WWF wrestling. Have you ever wondered if you could make a birdie while in the DDT?

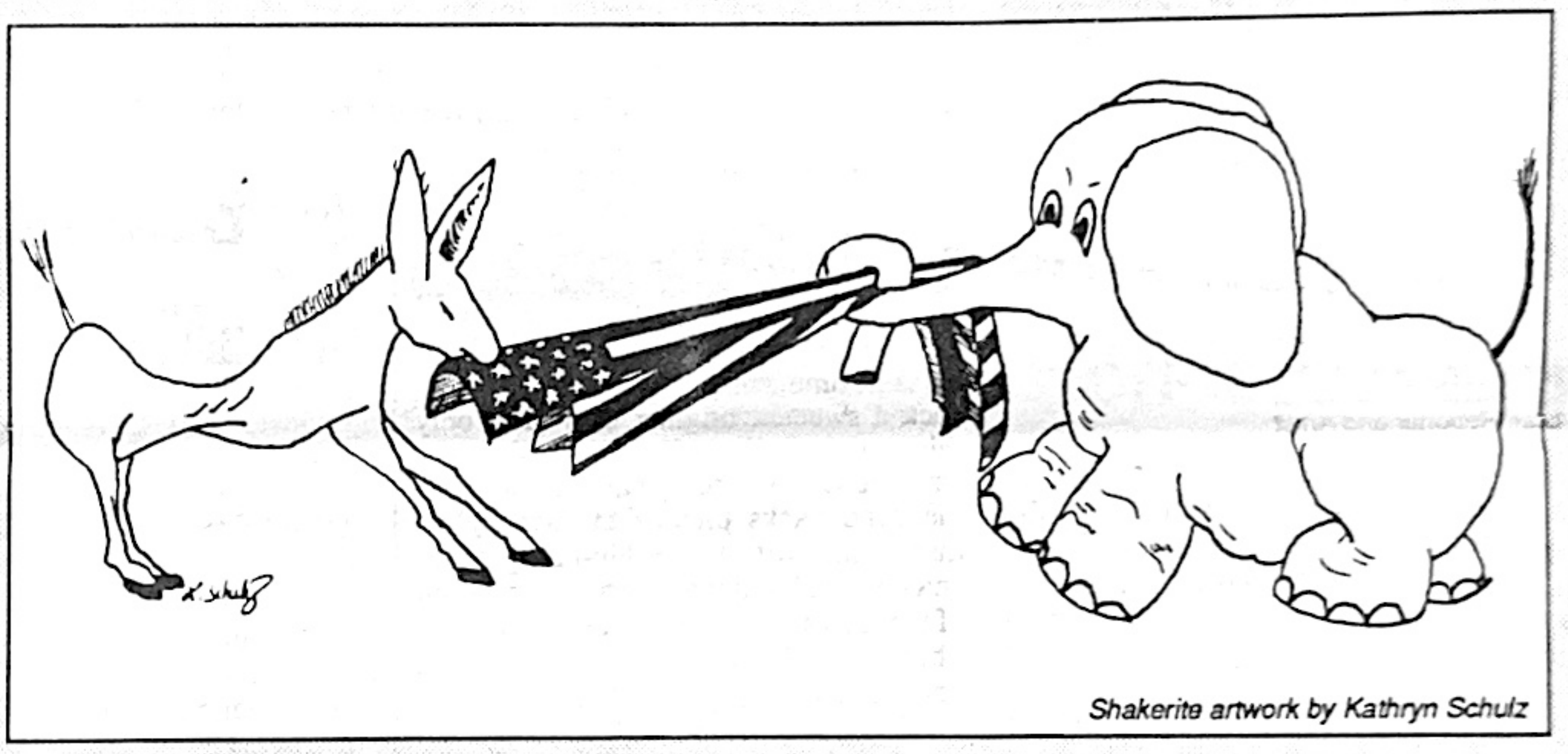
Even if you have to have the biathalon, there should be only one medal, for the survivor. No need to waste money on new targets every time when they can plug at each other. The last one standing wins. One advantage of this is that it would bring new blood into the sport each time it takes place. Practices might be a little tough, though.

Ski ballet?

Who cares?

My overall favorite event is the luge. Its inventor must have had his fair share of snow. "Well," he must have said, "Why don't I tape a small sled to my butt and go hurtling through an ice track at over 100 miles an hour. Hey, now that's safe fun!"

But only when you combine luge with speed skiing do you have an entire evening of relaxing family-type programming. Here's an idea. Have the speed skiing course run straight into the luge track and award artistic value points for collisions. Then, put a sniper at the top of the hill, on skis, and you've included the biathalon.



Shakerite artwork by Kathryn Schulz

Appearance, not ability, will decide presidential election

PARISCOPE

JEREMY PARIS

There's a scene in the old Mel Brooks movie, "Mel Brooks' History of the World, Part I", where Brooks, playing a Roman comedian/philosopher named Comicus, gets himself in trouble with Caesar by doing a routine about politics. This really has very little relevance except that I plan on doing the same thing-getting myself in trouble by writing about politics, or, more specifically, the Presidential election.

To begin, I'd just like to point out that the economy is in shambles, the Bush administration is vetoing civil rights legislation as quickly as it comes along, a new anti-pornography act threatens free speech, Saddam Hussein is now more secure in his position than George Bush (nice war, huh), inner-city slums are growing faster than mold on cafeteria meat products, shootings in urban schools are at an all time high, the educational system in this country is failing completely, ex-Ku Klux Klan Grand Wizard David Duke is actually running for president of the United States, Cubs second baseman Ryne Sandberg is now being paid over seven million dollars a year to play baseball while teachers starting salaries average about $22,000, health care is being cut back, the wealthy consistently get out of paying taxes (George Bush somehow holds a residence in Texas so he can get out of paying state income taxes) while the poor, who are trying to put food on the table, get no breaks, and AIDS is spreading with no cure in sight. With that in mind, let's discuss this year's election.

I am a democrat. I know it's hard to believe. In fact, sometimes, it's hard to stomach. Maybe I should start Democrats Anonymous with a 12-step plan to help deal with being a democrat. If the democrats cannot put together a candidate to beat George Bush this year, with the aforementioned items in mind, well, it looks pretty bleak.

Let's assume that George Bush will get the nod for the Republicans. I mean, wasn't Pat Buchanan CNN's resident racist just a few months ago? So that leave the democrats. Bill Clinton, the governor of Arkansas, seems to be the most electable democrat. What does that mean? It means that if he survives the in-party slaughter of the Democratic primaries, he has the best chance of any democrat to challenge George Bush and dethrone (or de-office) him.

Why is this so? The political buffs tell us it is because he appeals to both the moderate fence-sitters and the more liberal democrats. He also has the ability to win the support of the southern states. He will have more pull in the November election, especially if Pat Buchanan forces George Bush to adopt more conservative, right-wing viewpoints. They are probably right, but I have another theory.

Bill Clinton might get elected because he does not look like Michael Dukakis. It is sad, but true. In this age of sound-bytes and telegenic politicians, it is more important for a candidate to look and appear to be presidential that to be actually qualified for the job. Paul Tsongas, Clinton's main adversary, simply does not have the presidential "look" despite being an intelligent candidate. I hate to take such a cynical attitude, but it is true. Tell me who knew more about the issues in 1988 and who would have done more to alleviate domestic problems- Bush or Dukakis? After all, Ronald Reagan, an ex-bad actor was our president just for years ago and he was barely conscious.

Too much politics is boring and so is too much cynicism, so goodbye and good luck deciphering this election, if you still care.

Invisible man shows up on big screen

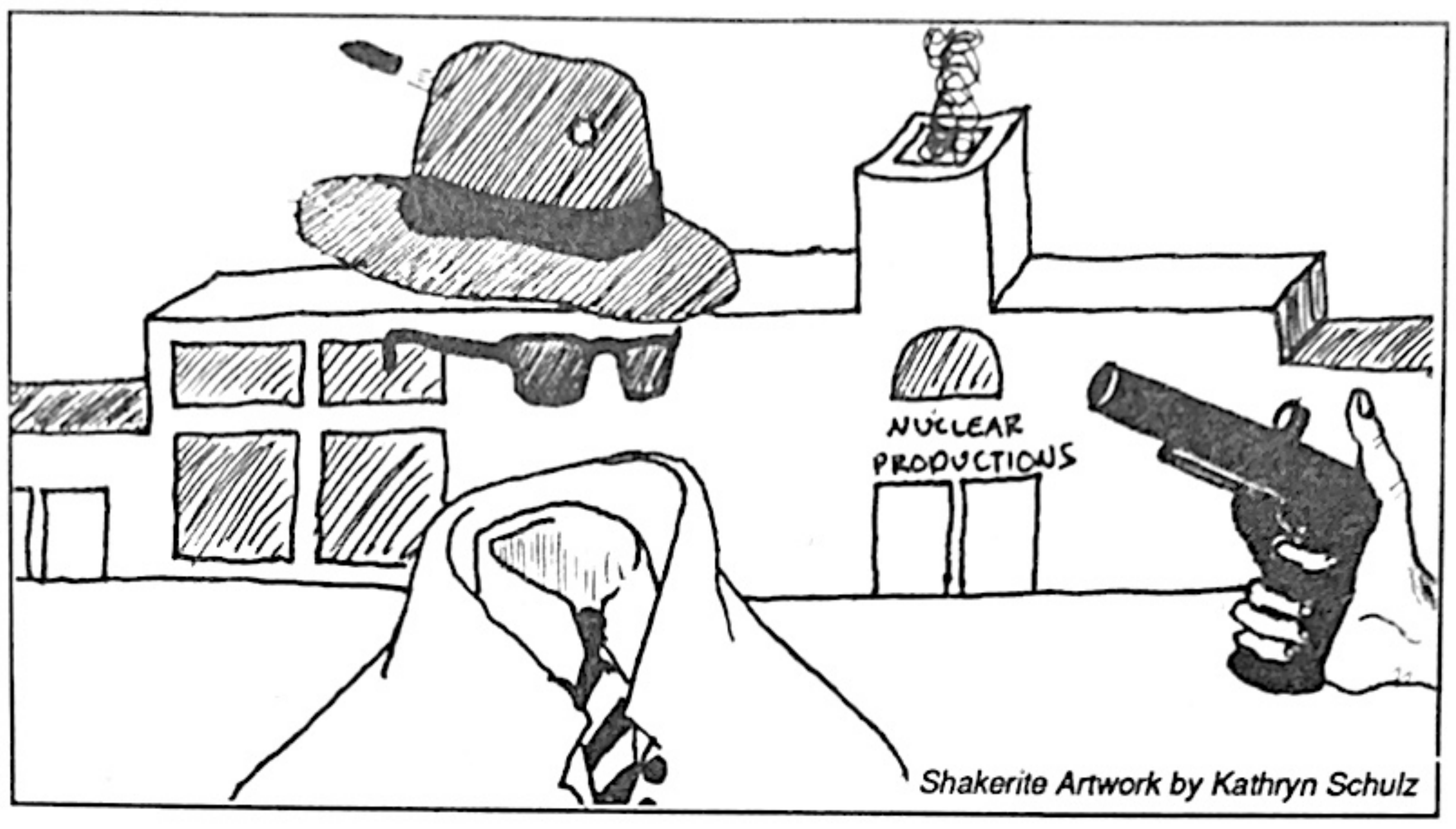
BY CARTER BAYS

Staff Reporter

First of all, let's get one thing straight: *Memoirs of an Invisible Man* is not a Chevy Chase movie. Calling it that would put it into a category with wacky films like *Vacation* and *Fletch*. Chase does appear in the film, and there are some funny scenes, and he does do a lot of the physical stunts that he has become known for ever since his *Saturday Night Live* days. But calling the film a Chevy Chase film would mean calling it a comedy. It's not a comedy.

What this film really is, is a John Carpenter film. Carpenter, for those who don't know him, has made such films as *They Live!*, *Big Trouble in Little China* and *Escape from New York*. *Memoirs of an Invisible Man*, his latest, lives up to its predecessors. It is a suspenseful, science fiction film, but it has a style more similar to that used in the film noire flicks of the '40s, dealing with themes like paranoia, government deception and banishment. The mood is dark and ominous, much different from anything Chase has ever done.

Chase plays Nick Halloway, a San Francisco lawyer who, while attending a seminar at a science lab, is accidentally made invisible by a strange meltdown of some sort. One good thing about this film is that, unlike most invisibility/time travel/shrinking movies, not too much time is spent trying to explain the phenomena, when it is obviously as-of-yet impossible. Following his "disappearance," Nick is captured by Jenkins (Sam Neill), a rather businessman-like psychotic who works for a secret government agency, in hopes of brainwashing Nick and turning him into a superspy. Nick quickly escapes and takes refuge in a friend's beach house. He eventually meets up with Alice (Darryl Hannah), a girl he had fallen in love with just days before, and they run off together with Jenkins hot on their trail.



Shakerite Artwork by Kathryn Schulz

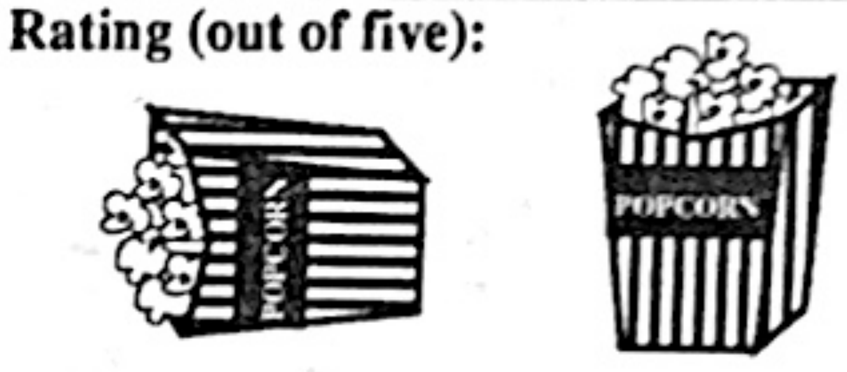
The film has a number of interesting plot twists, but generally the structure seems to be slightly misbalanced. There are long periods of wonderful suspense and action, followed by long periods of somewhat flat melodrama. The story is extremely fast-paced for the first hour or so, but once Nick reaches the beach house, the excitement comes to a total standstill. Unfortunately, the action doesn't reappear until the last half an hour, featuring a fabulous train sequence reminiscent of Hitchcock's *North by Northwest*.

Probably the coolest thing about *Memoirs of an Invisible Man*, however, is the special effects. Having seen the original *Invisible Man* from the '40s (featuring the wonders of hats suspended by invisible wires), I can say it is incredible how far movie magic has come. This film rivals *Terminator 2* in special effects. When Nick smokes, we see the smoke fill his lungs. When he chews gum, we see the gum being chewed. And when he eats, we see the food go down his throat and into his stomach. Unfortunately, he sees it too, so we see the food come back up as well.

The visual style Carpenter has created in this film is eclectic and entertaining. Alternating between the genres of thriller, comedy and romance, it seems as though he can't decide what the film is about. Yet the most prevalent style seems to be film noire, and it makes the film work. Although it seems to borrow greatly from *Darkman* (particularly the headbandaged/sunglasses/overcoat look that Nick sports), Carpenter's vision is a very original one, and thus *Memoirs of an Invisible Man* is a very original film.

So go see it. Or try to, anyway.

Rating (out of five):



'50s style merges with '90s sound

BY I-HUEI GO

Staff Reporter and Artist

I dig the '50s, and even though the closest I've ever come to actually experiencing the '50s is watching the first *Back to the Future* movie, there's something about that era that seems really cool. Maybe it's that unbalanced quasi-simplistic attitude towards sex, politics and religion which I imagine to have dominated the decade that turns me on to the '50s. Or maybe it's the music.

What does all this have to do with St. Etienne's new album *Foxbase Alpha*? A whole lot, really, because the album has a lot to do with the '50s.

St. Etienne are two guys with synthesizers named Bob Stanley and Pete Wiggs and one woman with blonde hair and a sensuous voice named Sarah Cracknell. Their new album opens up like any another neo-psychedelic dance album: a quick sample of French soccer talk intertwined with a cheesy commercial symphony bit jumps right into "Only Love Can Break Your Heart," a bass-heavy dance song with a spicy hip-hop beat, house flavorings, and some psyche sounds from the '60s.

But realizing that the late '60s psychedelic sound and a dance beat have gotten pretty old as a hybrid, these ahead-of-the-trend Londoners have taken that hybrid a step further. Sure, the album has its moments of early '80s synthopop beeping and maybe even a post-punk New Order style bass-line. But the album's liner notes instruct "find what has been forgotten, put it together in a new way."

So what the band really incorporates into the album is a heavy '50s "girl group" feeling and mentality. There are '50s sounding melodies, as in the chorus of "Nothing can Stop Us." The arrangements of staccato guitar accompaniments, walking bass-lines, smooth string backgrounds, xylophones, organs, flutes and saxophones, as exemplified by the song, "Spring," take the flowery, bubble-gum pop a step further into some early '60s territory - it's like the Supremes with a funky beat. Cracknell's vocals are young, carefree, innocent and at the same time sensual. Her sweet lilts bring back a sweeter, brighter day. The only things that really strike the music apart from the '50s are the beat and the samples; the band backs their light, bouncy arrangements with heavy hip-hop grooves and frequent rhythmic samples. The result of the '50s sound and '90s beat mixture is a highly danceable, pleasantly atmospheric, unashamedly poppy trip of an album.

The songs are mostly love songs. But love here is treated with little seriousness. Most are the type in which the girl asks the guy if he will like her. "Kiss and Make Up," "Carnt Sleep" and "Spring" all have themes like this and all have lyrics like "You've loved and lost. . .Can't you see it's me who really loves you?"

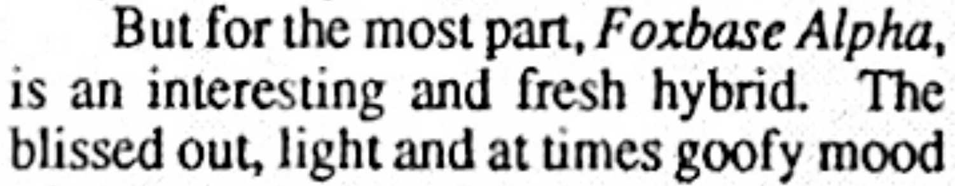
The album has its weak points. The psychedelic blurriness of "She's the One" and "Girl VII" is annoying because the song's melodies are lifeless. But the blur works on "People Get Real," in which Cracknell sings, "I love the way you move. . .Just lose yourself in circles of sound." The melody is catchy and we feel compelled to do as the woman says.

The sampled and flanged snippets of psychedelia get campy and start to sound like "Revolution 9" with a beat. The only really interesting one, "Ettiene Gonna Die," lays a tense poker game conversation over primal percussive tinkering.

A few songs without the '50s feel are just achingly repetitive techno-house filler, like "Stoned to Say the Least" or saucerfuls of weird guitar and keyboard noise a la early Pink Floyd as in "Like the Swallow."

But for the most part, *Foxbase Alpha*, is an interesting and fresh hybrid. The blissed out, light and at times goofy mood of the music is refreshing. The bright vocals and bouncy rhythms make you happy. And you can dance to it. Yeah, man. . . for whatever reason. . . I really dig the '50s.

Rating (out of five):



Refocusing styles...

Deli undergoes changes

BY SARAH STEWART

Feature Editor

When we walked into the redecorated and renamed Eddie Sand's Blueline Cafe at Van Aken Center, formerly Sand's, my guests and I commented on the dramatic change in appearance.

Sand's was home to a small grocery and much larger deli, but it is now apparent that owner Steve Goldberg has focused on the restaurant aspect of his business and deemphasized the deli.

Coined "an idealized diner" by one of my guests, the many '50s wall hangings lend to the casual, family-like atmosphere, seemingly inviting a younger clientele than the previous decor.

Our cordial, teenage host promptly seated us at a booth, and we were quickly introduced to our waitress.

Scanning the menu, I found a variety of options. The appetizers range from humus ($3.95) to deep fried zucchini ($3.95), with the most expensive being "spa chicken salad" for $4.95. The soup selection includes matzo ball, chicken noodle, garden vegetable chowder and a soup of the day, all priced at $1.95 for a cup and $2.50 for a bowl.

> ***Owner Steve Goldberg has focused on the restaurant aspect of his business and de-emphasized the deli.***

The main courses include a large variety of salads, ranging in price $4.95 to $6.95, burgers and chicken sandwiches, omelettes, grilled and deli sandwiches and "dinner specialties," priced from $7.95 for the rotisserie chicken dinner to $10.95 for the baby coho salmon.

Having sent our waitress away once while we contemplated our selections, we finally made our dinner choices which were placed in front of us after a short wait.

I ordered the rotisserie chicken dinner and an accompanying bowl of garden vegetable chowder, both noted to be "Blueline Signature Items." The chowder was thickened with cheddar cheese, which seemed to do its job a little too well; although it had a pleasing taste and a variety of vegetables, its consistency was more saucy than soupy.

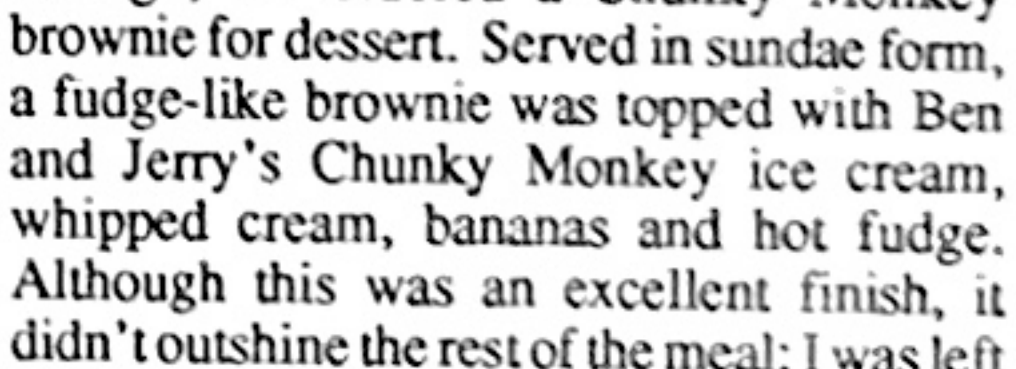
In contrast to the soup, the rotisserie chicken was excellent. The meat was juicy, tender and extremely tasty. The carrots and red potatoes served alongside made for a hearty meal, reminiscent of home cooking.

Clinging to the deli aspect of the restaurant, one of my guests ordered a corned beef and swiss on rye ($4.50) and a dinner salad. The salad looked as if it may have been covered with plastic wrap a while before being served, contributing to a mediocre appearance and taste. According to my guest, the corned beef sandwich was "not outstanding," but it was good.

My second guest ordered a cup of matzo ball soup and the Van Aken chicken sandwich ($4.75), which was topped with swiss cheese, bacon, lettuce, tomato and 1000 island dressing. She was pleasantly surprised with the quality of the chicken, commenting on its tenderness, and found the matzo ball ball soup similarly agreeable. One complaint: the pickles were soggy.

Finally, succumbing to the tendency to indulge, we ordered a Chunky Monkey brownie for dessert. Served in sundae form, a fudge-like brownie was topped with Ben and Jerry's Chunky Monkey ice cream, whipped cream, bananas and hot fudge. Although this was an excellent finish, it didn't outshine the rest of the meal; I was left with an appreciation of the variety of choices offered- a notable attribute.

Rating (out of five):



Keepin' the faith...

Shakerite Artwork by Ledel Johnson

Students take active role in religious functions

BY JILL PELAVIN
Co-Centerpiece Editor

Religion is a term that most students associate with Sunday school and endless sermons. However, others identify religion as an activity in which they are actively involved.

Parental influence, friends or curiosity lead many students to participate in religious activity. Student interest has inspired many to attend religious functions regularly.

Senior Randolph Newman attends the Institute of Divine Metaphysical Research a minimum of three times a week.

According to Newman, the institute is a Bible school that is not affiliated with any religion and believes everything is up to the Creator and his purpose.

"My organization explains the truth about the Creator. There is no blind faith; everything is explained. It forces me to examine myself," Newman said.

Other students said that religious activity instills morality in their lives.

"[Being a Mormon] keeps me on track and out of trouble," Boyd said.

Senior Mike Jeans, an Apostolic, said his everyday actions are affected by his religion. Jeans added that he tries to encourage others to become active.

"I represent my religion and therefore I am conscience of my actions," Jeans said. "I try to spread salvation and the word of Christ. In order to be an effective witness of Christ I try to show others that I make a difference."

Senior Mike Simmons was inspired to become a Muslim after his inquiry about the religion.

"At first I thought [the Muslim religion] was strict and it turned me away. However, after I read the *Autobiography of Malcolm X*, an active Muslim, I began to identify with the religion and became involved," Simmons said.

Many students, such as freshman Mandy Block, an active Methodist, said that religion encourages self-confidence.

"I attend church every Sunday and belong to my church youth group. I feel very comfortable being surrounded by people who share my beliefs," Block said.

According to most students, parents play an important role in their own religious participation.

"My father is a minister of the Euclid Avenue Congregational Church and he has encouraged my involvement," senior Shelby Hyvonen said.

Hyvonen is involved with youth group activities, community service programs through her church and plays the piano for the junior choir.

"Being active with my religion means more to me because I live it out through my involvement, especially through my community service activities," Hyvonen said.

Junior Joel Freimuth is active with Jewish youth group activities and his personal goal is to live in Israel.

"Being active reaffirms how important Judaism is to me. It also enforces what I have learned and what I will learn down the road," Freimuth said.

Freimuth added that religious participation has some drawbacks. However, he believes the advantages outweigh the disadvantages.

"A lot of my friends who I'd like to go out with more are not actively involved [with religious organizations]," Freimuth said. "Being active also takes away from my participation in other activities."

Junior Becky Deutsch, whose father is a pastor at St. Peter's Lutheran Church, said her involvement is a stable aspect in her life.

"No matter what happens in my life, my religion is always there for me to believe in and practice," Deutsch said.

> *Being active reaffirms how important Judaism is to me. It also enforces what I have learned and what I will learn down the road."*
> *– Joel Freimuth*

Inter-faith marriages spur open-mindedness

BY NANAR TABRIZI
Staff Reporter

The twinkling lights of Christmas trees and the nine candles on the Hannukah menorah remind most students of winter holiday festivities. For those with parents of two different religious faiths, however, the season is a bit more complicated.

When it comes to holidays, junior Sarah Cohen, with a Jewish father and Catholic mother, celebrates all of them.

"Both my parents are non-practicers. Their [holidays] are not religious celebrations, but family celebrations," Cohen said.

Most students expressed that they felt minimal pressure to convert to a religion that their parents or relatives practice.

"My aunt on my dad's side tells me to go to church and my grandmother tells me to be Jewish," freshman Lisa Carlini said. "Not that they're telling me I have to do it, but that I'd be better off if I did. It's basically up to me."

Junior P.J. Kopelson, with a Jewish father and Catholic mother, decided to adopt Christianity at age 12.

"I didn't make my choice because of a specific belief. It was just a combination of things," Kopelson said.

Many students said that it is an advantage to having parents of different faiths because their own religious decisions are ultimately their own decision.

"I can choose a religion without a religion choosing me," said Cohen.

Having parents of various religions also gives students the opportunity to experience and benefit from a variety of religious experiences.

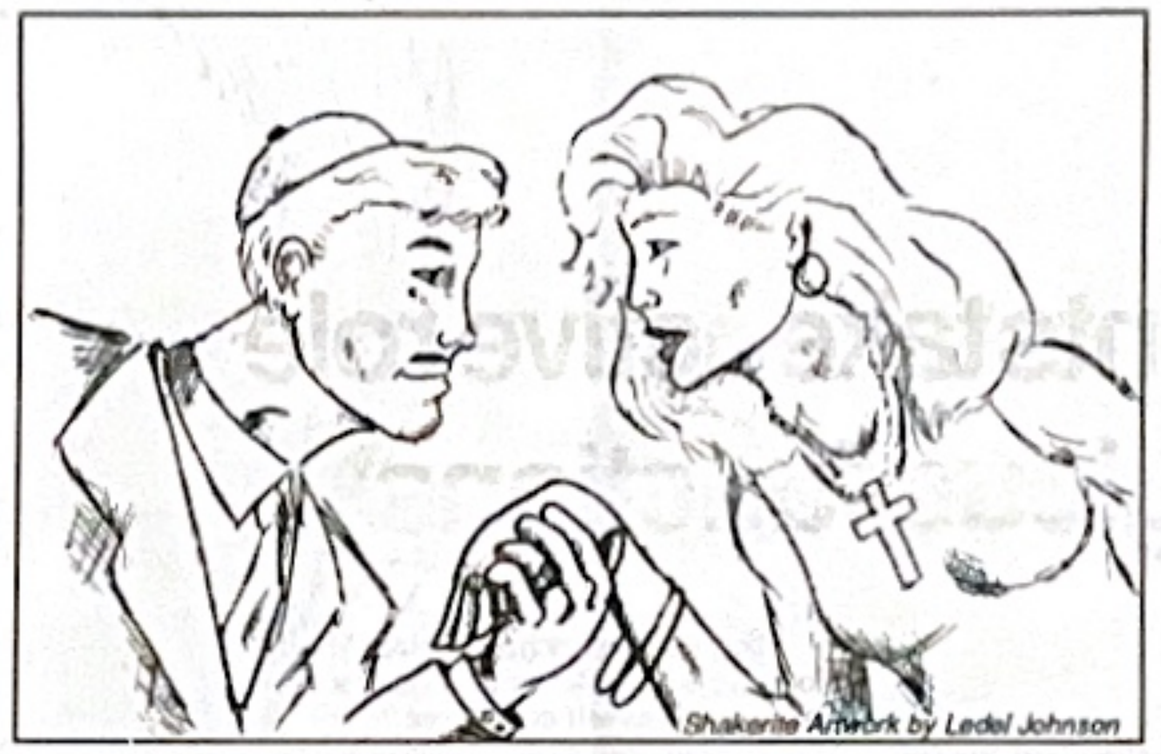
"We celebrate and learn more about both religions," senior Kristy Bujdos said. "We get a better view."

Junior Rachel Englehart agreed. She said that her knowledge of many religions spurs a greater degree of open mindedness.

"I accept other people's beliefs," Englehart said. "I don't have one opinion on what God is. I'm open to different ideas because I don't have a specific religion."

Junior Sheila Singh, whose father practices the Sikh religion and whose mother is a Protestant, identifies with this.

"Sometimes when you only deal with one set of rules, you don't deal with any factors that enter outside that realm," Singh said. "But since I have parents with such different religions, I can intergrate these and be open to many ideas."



Shakerite Artwork by Ledel Johnson

Many students feel that a disadvantage of having parents with dissimilar religions is not belonging to either a church or youth group. Englehart often felt alienated because of her parents' separate religions.

"When I was younger, it was hard to find an identity. All my friends were either all Jewish or of other religion," Englehart said.

Growing up, however, alleviated this lack of identity.

"As I got older, I found that other people are like me. It didn't matter to a lot of people," Englehart said.

According to sophomore Mara Rothenberg, who has a Christian mother and a Jewish father, another disadvantage to this religious situation is the conflict of ethics it presents.

"Religions have different standards of morals and values. There's a new outlook on certain things," Rothenberg said. "Having to choose between them can sometimes be hard."

Most students remain indecisive about their future religion. Carlini is certain, however, that she wants her children to have the same religious experience as she has.

"I will more than likely pick the opposite religion of the person I marry, so my children will have the same advantages I did," Carlini said.

Though having parents who practice separate religions can be difficult, many students feel it has benefits.

Prayer in school evokes conflicting opinions

BY AMY LIPTON
Staff Reporter

Separation of church and state has been an ongoing controversy plaguing American public schools. Students and teachers at Shaker feel strongly about this topic.

Many students believe that religion could be taught in school, but said that it must be presented in relation to the historical or literary world, rather than the spiritual world.

"I think that if all religions were taught just for the learning experiences it would be okay, so that everyone learns about other religions," freshman Courtney Masini said. "They shouldn't teach that you have to accept any religion. That's your decision."

The spiritual side of religious teaching should be left to religious establishments, according to some students.

"It's not the school's prerogative to teach religion. It is the job of the churches or the temples," sophomore David Sher said.

The variety of religious beliefs also leads many students to question the plausibility of teaching religion.

"There are different types of religion and trying to cover them all in school would cause too much controversy," said senior Tony Headen.

Science teacher Dave McNamara said that school should teach about religion but not preach any specific one.

"I don't think we should teach particular creeds. I think you have to understand religion to understand our culture," McNamara said.

The United States Supreme Court ruled in the 1963 case of Abington v. Schempp against practicing religion in school but did not rule against its teaching. This decision is referred to as a nonpreference doctrine that states schools may teach religion but may not promote any specific creed.

While this may work in theory, sophomore Dante Roulette does not think that this is possible.

"You can't be sensitive to everybody's religion without offending someone," Roulette said.

Most students agree that religious prayers are not appropriate in school. They feel that a specific prayer would offend and discriminate against certain religions.

"The students in this school are of different religions and one prayer might conflict with other people's religions," senior Ralph Miller said.

Junior Jason Cohen believes that a morning prayer that praises the country would be suitable.

Sophomore Carla Middlebrooks said that, "Because people have many different techniques of praying," a morning prayer would be objectionable.

Many students also said that a silent prayer in the morning should not be promoted.

Religiously related clubs are also a source of controversy. By law, any school that offers extracurricular activities cannot discriminate against a club on the basis of religion. Religiously related clubs are allowed in school as long as they are started by a student and not sponsored by the school.

"[Religious clubs] can cause problems. What if someone didn't practice a religion and wanted to join a group? These groups could also spark rivalries between religions," Resnik said.

McNamara would prefer to see [religious clubs] organized around the church or temple or a religious organization.

"I don't have too much trouble with a club using the school after hours like any other organization. I'd prefer to see them organized around the church or temple or other religious organization," McNamara said.

Many students feel that there is no problem with having religiously related clubs in school.

Masini thinks that a club that doesn't preach a specific religion, but studies all religions would be acceptable.

"I think that if there could be a club that studied religions of the world it would be fine, but if it focused on one religion it wouldn't be fair," Masini said.

Though there has not been recent controversy at Shaker on the subject of separation between church and state, it is a matter important to many.

'A forum for success'...

Production gives new viewof theatre

BY NANOR TABRIZI
Staff Reporter

The theatre goes dark and the tension mounts among the students preparing to perform. However, unlike other play productions, the tension is not concentrated with only the actors on stage. Student directors and writers in the back of the room are also feeling the pressure.

On March 12, 13 and 14, the theatre department presented *New Stages X*, a production written, directed and managed by students.

There are many things that differentiate *New Stages* from other theatre productions, according to theatre department head James Thornton.

New Stages was designed to be a forum for success, Thornton said.

"There are plenty of opportunities for students to fail," Thornton said in his opening remarks. "At this point in their educational theatre experience, we feel that the students involved need to succeed."

New Stages is different from other plays because it is more student orientated. Featuring five one act plays, *New Stages* also involves a smaller cast, a smaller audience (68 people per show at maximum) and even a smaller stage.

The stage used for the production was Stage Three, located in the basement underneath the large auditorium.

Some say that *New Stages* is more special than other theatre productions because of the close relationship of the stage in regard to the audience.

"The viewers are close to the actors, and you can't hide much," said senior Jeremy Althof. "[The plays] can be more subtle because the audience is not 150 feet away from you."

Junior Kim Butler said that *New Stages* was not much different from other theatre productions. Butler said the only real change was in the relationship between the audience and the actors.

"Because the stage is much smaller, the energy between the audience and the actors is much more intense," she said.

A REAL OEDIPUS COMPLEX. Seniors Evan Makela and Victoria True rehearse *On the Road to Thebes* for the production of *New Stages X*.
Shakerite photo by Josh Harris

Among the five plays, three were written by alumni. John Randolph wrote *Gully Gully Suite*, Will West wrote *On the Road to Thebes*, and David Glenn wrote *Tristan Tzara and Andy Warhol are Dead*. The two current students who wrote plays were junior Carter Bays (*Beaver Goes Nuts*) and Jeremy Althof (*A Goodbye in Three Parts*). The student production manager of *New Stages* was junior Blane Sims.

Student directors of the plays were senior Leah Thornton (*A Goodbye in Three Parts*), senior Matt Thornton (*Gully Gully Suite*), junior Sarah Cohen (*Beaver Goes Nuts*), senior Jennifer Rubins (*On the Road to Thebes*) and senior Jeff Michel (*Tristan Tzara and Andy Warhol are Dead*).

Many said that directing a play, instead of acting in one, was a new experience.

"I felt much more responsible for the success and outcome of the play when I was directing," Leah Thornton said. "Being responsible for the actions of a group of people is a big responsibility.

" It was stressful, but in a different way," she said. " Once the show started, it was up to the actors that you put time into to perform. At that point, it's out of your hands."

But according to Althof, the interaction between the actors, playwrites and directors was the best part about his experience with *New Stages*.

The play featured such themes as growing up, the relationship between children and parents, saying goodbye and the significance of fate in our own lives and relationships in general. James Thornton said that this year's five plays were chosen because they fit well together.

Butler said she was pleased with people's reaction to the play. Many felt that*New Stages* different qualities made it more enjoyable.

"I had never seen [a *New Stages* production] before," senior Aimee Sealfon said. "I expected a bigger play. I liked that it was written by students. It seemed very real to me and not at all immature. I would come back again."

140 band students travel to England

BY JEFF EPSTEIN
Staff Reporter

For Spring break, one hundred forty Shaker students left for jolly old England for a band tour yesterday.

"It all began when a few educators from England heard us perform in Germany and contacted Dr. Rumbaugh," band director Hans Bohnert said.

The relationship with England was further strengthened by English teacher Steven Fox, who coordinated the connection with Worthing, Great Britain. Fox spent a year in Worthing several years ago.

Fox spoke to the band on things to look for in Great Britain, such as "currency, expectations, behavior patterns, and what to look for in meals."

"Fifty people will have an opportunity to stay with host families in Worthing," Bohnert said.

He also cited that an exchange program with Worthing was beginning and that 13 students from Worthing will visit Shaker in April.

The remaining students will stay in a hotel and tour the country with the band.

"There will be plenty of opportunities for sightseeing and learning history," Bohnert said.

The itinerary includes trips to London, Bath and Salisbury, as well as visits to such sights as Stonehenge, Westminster Abbey and Buckingham Palace.

The band will also see the Royal Pavilion, the Tower of London and Coventry Cathedral.

The trip will last from March 19 to March 29, and the band will play six performances in England. These will include performances in London, Worthing and Corby Glen.

> *I think we're all really excited and cautiously confident in our success. You never know what to expect. We're going to have to learn to adapt to any situation."*
>
> *—Hans Bohnert*

The band will present songs by both British composers and American composers, including selections from John Phillip Sousa, Leonard Bernstein, Glenn Miller and Duke Ellington.

Bohnert contrasted the song selection for the Great Britain tour with that of the previous 1990 Germany tour.

"Some of the music selection will be different - In Britain we'll be playing some traditional British music," Bohnert said.

Junior band member Jeremy Liegl agreed.

"I think everybody enjoys the music... some of it is the same [as that of the band's visit to Germany two years ago]," Liegl said.

The band held a tour preview concert last Thursday, March 12 at the Shaker Middle School.

The band played a preview concert for staff members, March 9, during a staff meeting.

"I thought it was delightful," English teacher John Vargo said.

Junior Alison Folkman appreciated the chance to get in some extra practice.

"I thought the performance went very well," she said. "We found that we have some more things to work on. We're really excited for the trip."

The band is divided into three components - the symphonic band, consisting of the wind ensemble and concert band, the jazz ensemble and jazz combo and the marching band. All three of these groups will perform different selections in Great Britain, totaling over 35 songs.

Fundraising for the $1300 trip was coordinated through the efforts of the band council and the Band Boosters Parent Organization, according to band council president senior Rachel Lowenthal. The main fundraising event was the annual citrus sale, Lowenthal said. This sale, compounded with a raffle involving the jazz ensemble, raised a significant amount of money for the trip.

According to Bohnert, the band has been rehearsing since winter break and planning since October.

"I think we're all really excited and cautiously confident in our success. You never know what to expect," he said. "We're going to have to learn to adapt to any situation."

Lowenthal also cited adaptation as a key to success.

"One of the reasons the German trip was so successful was because we were all willing to adapt," she said.

Liegl is also ready for the trip.

"I'm definitely looking forward to it," Liegl said. "I think it is going to be a great experience."

Students drenched with culture at Spanish immersion weekend

BY JENNIFER FRIEDMAN

Staff Reporter

The best way to grasp a foreign language is to be surrounded by the language in its cultural environment. Spanish students were given this opportunity during a Spanish immersion weekend held March 6-8 at Hiram House Camp in Moreland Hills.

The immersion weekend concept was the creation of Dr. Norma Guice, foreign language department head, and became a reality with the help of a generous grant from the Martha Holden Jennings Foundation. The weekend was free for the 30 students from Shaker, Brush and Heights who attended.

"The objective of the weekend was to 'immerse' students in the Spanish language and culture. I feel that interaction with native speakers is the key means in which to achieve this goal. These guests serve as an integral part of the weekend, acting both as leaders and resource persons," Guice said. "The weekend not only provides students with realistic simulations, but in addition it introduces them to the strong Spanish influence existing in the Cleveland area."

Students attending the event experienced the benefits Guice had hoped for.

"Everyone spoke Spanish all the time-even when we were alone in our rooms. I picked up a lot of the language," junior Jenny Zfaz said.

" The experience was much more real than sitting in a Spanish classroom,"junior Abigail Randall said.

Guests attending the program covered a wide range of professions and backgrounds and came from a variety countries, such as Argentina, Panama, Peru, Puerto Rico and Spain. Most of the guests were prominent members of the Hispanic community, ranging from educators and artists, to a radio personality and flamenco dancers.

SOAKING IT UP. Foreign Language Department Head Dr. Norma Guice and junior Jenny Zfaz practice the art of Spanish cooking at a class held during the Spanish immersion weekend, March 6-8. Thirty students from Shaker, Brush and Heights were able to surround themselves with the Spanish language and culture.

Photo courtesy of Norma Guice

"Talking with native speakers really gave me confidence about my Spanish," senior Tracey Guice said.

Students spent time talking with native speakers, participated in a Spanish cooking class and attended a Gran Fiesta on Saturday night for students and guests.

"It was really neat learning about the different countries. One guy helped us with our pronunciation and accents," Tracey said.

Reflecting on the experience, Guice found that the program had unrealized benefits.

"We wished we could have brought this experience to every student we teach. It was incredible to see so many nations, colors, and races come together," Guice said. "The kids had the opportunity to realize that the Spanish community is not a homogeneous population. The best part was that the kids made so many new friends."

Political apathy common among teens

BY JOSHUA GOODMAN

Staff Reporter

Flip the channels enough times, and more than likely you will be greeted by baby kissers, hand shakers, or more precisely, presidential hopefuls. But even amidst the excitement of this year's presidential campaign, statistics suggest that students will remain apathetic to the political process.

According to *Vital Statistics on American Politics*, by Harold W. Stanley and Richard G. Niemi, only 33 percent of 18-20 year olds reported that they voted in the 1988 presidential election, compared to 68 percent in the 45-64 year old age bracket. In addition to the discrepancy among age groups, the percentage of 18-20 year olds voting has decreased over the years, dropping 15 percentage points between the 1972 and 1988 elections.

This trend frightens both students and teachers who are concerned about our country's future.

"We are an under-represented minority," Senior Ray Graves said. "The government today is deciding how to invest our inheritance for the future, yet we are not doing anything. For example, the build-up of our national debt will have a far greater impact on our generation than it will on the current generation."

Senior Dan Messinger said many students do not vote because they are lazy and are not well informed about the issues. However, Messinger says that he intends to vote.

Senior Ann Lindstrom said she does not like the pick of candidates and will not vote if the election is predicted to be a landslide.

Although political involvement is lacking among teenagers, senior Cathy Simon's interest in politics has led to involvement in campaigns and work in political offices. For the past three summers she has worked for U.S. Representative Dennis Eckhart, and for her senior project she is running to become a delegate for Bill Clinton at the Democratic National Convention in Atlanta.

Simon believes that the lack of political involvement among students is a disgrace and attributes the lack of interest in politics among teenagers and Americans in general to false perceptions of politicians.

"People have a perception that government is the enemy and is just a lazy, ineffective, large body," Simon said. "I know from experience that politicians do work hard and are concerned about their constituents."

However, Simon's positive outlook about politics is not shared by all. Social studies teacher Baird Wiehe said that a large part of students' lack of interest in politics is caused by the politicians themselves.

"We lack charisma and leadership from our elected officials. Or maybe we expect too much for anyone to handle," Wiehe said.

Wiehe added that maybe if there were more politicians like John F. Kennedy or Martin Luther King, students would become more interested in politics.

Junior Jeremy Liegl, who is currently attempting to become a Congressional page for the summer, said that many students are turned off by politics because the politicians lack the necessary appeal.

"Politicians do not address the interests of the students and therefore, students will not get out and vote," Liegl said.

Social studies teacher Sal Fabrizio sees the lack of voting among 18-25 year olds as an issue of socio-economics.

"Groups with little money, regardless of age, do not vote," Fabrizio said. "Students on the whole, have very little income and short term time horizons and therefore do not vote."

Fabrizio also contends that since very few students vote and give money to political campaigns, the politicians will continue to ignore issues of concern to them.

Government teacher Jerry Graham said that both the lack of income and the high degree of mobility among students contribute to this apathy.

"Students move from home to college and really have no root in any one community," Graham said. "This generation is not as politically active as say the 1960's generation. They look at the process with cynicism and skepticism and view it as lousy."

However, Graham feels that Shaker students will cast an intelligent vote. He contributes this to Shaker's policy that all students must fulfill ten hours of government participation and new state laws which make it easier for students to register.

Senior Akil Washington said many students do not know the importance of voting.

"Students that do not vote do so out of ignorance," Washington said.

> **“** ***We are an under-respresented minority. The government today is deciding how to invest our inheritance for the future, yet we are not doing anything. For example, the build-up of our national debt will have a far greater impact on our generation than it will on the current generation.***
>
> ***—Ray Graves***

Students find curfews unnecessary

BY PRIYA KRISHNAN

Staff Reporter

Walking down the streets of Shaker on a sunny day, one can often find a group of children playing without any adult supervision. Their faces show no hint of fear, and their parents' trust in Shaker's safety provides them with these precious hours of childhood fun.

While broad daylight brings a sense of security, the safety of teenagers after dark is a concern.

Juveniles in Shaker, with the help of their parents, are required to follow the city's curfew. Children under 15 are not allowed on the streets past 11 p.m. and before 5 a.m., while children between the ages of 15 and 18 must remain off the streets between 1 and 5 a.m, Police Sergeant Mike Schwarber said.

"We don't really have a great deal of problems with kids following these curfews, because usually there is nothing to do during that time," Schwarber said.

Many students do not recognize the significance of the city curfews.

"It's not as important to follow curfews as it is to tell your parents about your plans," sophomore Mara Rothenberg said.

"Curfews only put limitations, they don't really matter," junior Antonio Martin said.

Some adults, however, expressed a different point of view.

"A curfew is extremely important because it cuts down on what is likely to happen. It is designed to be a safety feature," said Theresa Gantous, parent of junior Anthony and senior Jamelie.

Administrator Isaac Smith said that it is not necessary for kids to be out past curfew because they should be at home doing something constructive.

Schwarber explained that the city is divided into five patrol zones with a police car on patrol in each zone at all times. The system encourages equal patrolling and safety in every part of the city, and because each officer is assigned to one specific zone, they are able to become familiar with the area and its people.

According to Schwarber, the cooperation between the community and the police department has made it easier for the police to do their job and serves as one of the keys to a safe neighborhood.

"The police department does an outstanding job because we have a good rapport with the people in the community," Schwarber said.

Senior Beth Udisky said she would feel safe almost anywhere in Shaker, while other students said they feel more secure closer to their own home.

"I probably feel safer near my home or where I know some people, where I won't get lost," sophomore Keren Fischer said.

With a well reputed police force and crime prevention office, students tend to take Shaker's safety for granted.

"I guess I sort of take it for granted. I can't think of anything that would be unsafe for us," Fischer said.

In Shaker, as in any city, it is recommended that people travel in groups to ensure better safety. Most students said they travel in groups of three or more, but in some cases it is just for companion's sake.

"It's not really for safety," Udisky said. "We all just want to hang out together."

While this may often be the case, students understand that common sense dictates group activities.

"If you're in a group, people are less likely to mess with you, especially if there are tough looking guys in them," senior Anne Hickman said.

Sophomore 'computes' for bright future

BY LESLY BLANTON
Staff Reporter

For the typical 16- year- old, one of the year's highlights involves learning to drive and ultimately earning the privilege of a driver's license. But sophomore Sandy Satchel, who is legally blind, has learned to emphasize other privileges in her life.

"At first I was put back by [not being able to drive], but then I said to myself, 'driving is in a way freedom for people,' and I can experience that freedom with math and my computers," Satchel said.

Satchel was born threemonths premature with congenital glaucoma and cataracts in both eyes. Although she is legally blind, Satchel has some limited vision; she can see approximately eighteen inches in front of her with her right eye and six feet with her left.

Satchel cannot read for more than 21 minutes because it becomes too strenuous for her eyes, so to relieve some of the strain, her tutor, Sharee Ricketts, enlarges her books and handouts or puts them on tape.

"[Not being able to read for long periods of time] doesn't bother me. It's just another part of life, just one of the things I've got to deal with," Satchel said.

While maintaining a regular class schedule, Satchel meets with Ricketts during 10th period on Wednesdays. She also attends a mobility and orientation class after school on Mondays, which teaches her how to travel around the city.

"I think of [my learning to travel by public transportation] as a privilege," Satchel said. "I get to go outside and travel to malls and shops. I like it because it helps me gain more confidence in getting around."

Along with a walking cane, Satchel uses other tools to help in her everyday life. A monocular, a device similar to but smaller than binoculars, helps her to read the blackboard, and an optivisor, a magnifier sometimes worn over her glasses, assists her in reading small print.

Later in life Satchel hopes to enter a profession with computers and has no concern that her vision will keep her from reaching her career goals.

"Computers are so advanced now. We have computers that talk and braille computers, so I don't think my eyesight will be a problem," Satchel said.

Satchel's teachers praise her hard work and have no doubts regarding her abilities.

"I perceive [Satchel] as a very strong student. I think she is a student who without doubt works beyond her physical limitations, much more than other students," computer teacher Anthony Smith said. "There are students who can see very clearly but don't work as hard as she does. What she has she uses to the fullest. One can act as if defeated, but she never lets it get in her way. We need more like her."

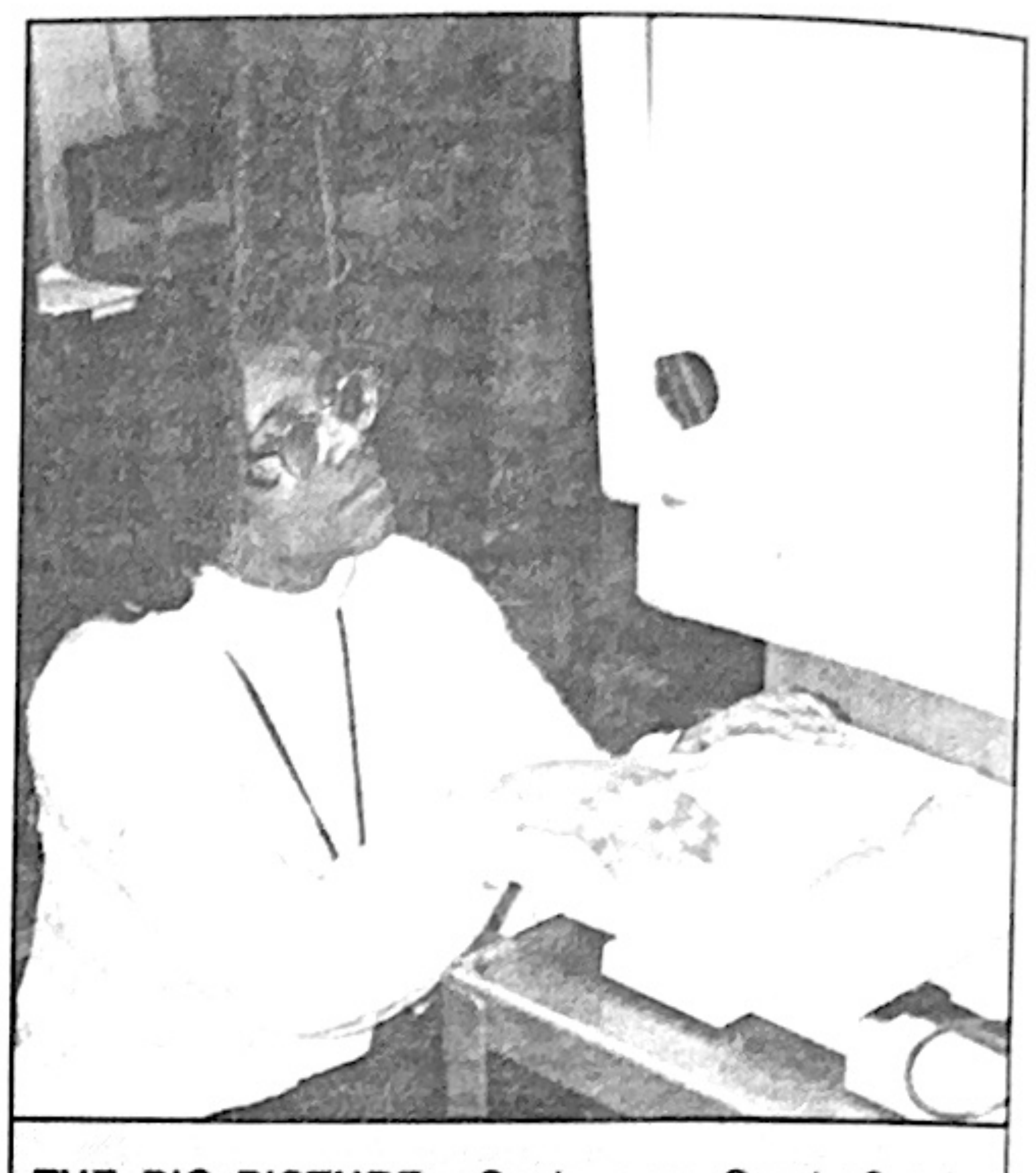
Satchel hopes she will not be treated differently than others and has found Shaker students to be more accepting of her than students at other schools. While she recognizes the advantages of Shaker, she said she did not take the ridicule personally and looked more to those people who were nice.

She believes that her eyesight will prove to be a filter for future friends, and although she admits to being shy until people get to know her, she finds that she admires people who have the courage to make her acquaintance.

"Sometimes people are scared about offending me. They may think I'm fragile because they haven't been around visually impaired people," Satchel said. "Those who associate with me don't care what other people say. They want to see me for myself. They see me as a person first and someone with an unusual impairment second."

Throughout her life, Satchel has wondered why she was born with poor eyesight, but because she was born with a 50-50chance for survival she has come to a conclusion.

"I was obviously meant to be alive," Satchel said. "We're here, so wemight as well use what we have to the best of our abilities."



THE BIG PICTURE. Sophomore Sandy Satchel uses a device which magnifies printed text onto a screen where it can be more easily read.

Photo by Josh Harris

Teachers' pets find homes at high school level

BY DEBRA MAYERS
Co-Centerpiece Editor

Teacher's pet, teacher's pet, Patty is a teacher's pet.

Although these taunting words are reminiscent of elementary school years, many students see teachers' favoritism toward certain students as an integral part of high school life.

The reasons behind favoritism vary, depending on both the teacher and the characteristics of the student being favored.

Freshman Melissa Freiman said teachers sometimes favor students who turn in homework and perform well on tests, while senior Amanda Banchek said favoritism may work in the reverse manner.

"Sometimes if a student is having a problem, a teacher will spend extra time on that problem," Banchek said. "They favor that student because they want him to do better."

English teacher Rosemary Merchant said favoritism may be the result of a teacher and student with compatible personalities.

"It is perceived as favoritism when it is really a teacher who gets along well with a student because they are on the same wavelength," Merchant said.

A recent *U.S.A. Today* article discussed the theory that teachers are more likely to favor boys over girls. Shaker students said they have experienced the opposite phenomenon.

Junior Kenyon Howard and senior Michelle Wilson agreed that girls often receive preferential treatment from teachers.

"I've seen a lot of girls get away with things because of sad faces and tears. It's very easy for them," Wilson said.

Social studies department head Terry Pollack believes that favoritism is inherent in the classroom and virtually impossible to escape; he warns that teachers must be aware of the tendency to play favorites.

"It is impossible for teachers not to like some kids more than others, but it is wrong for teachers to translate their feelings into higher grades or effort marks," Pollack said.

Students' opinions on a possible solution to overcoming favoritism vary.

"I would confront the teacher and say, 'You're treating so and so a lot different, and I want to know why,'" Howard said.

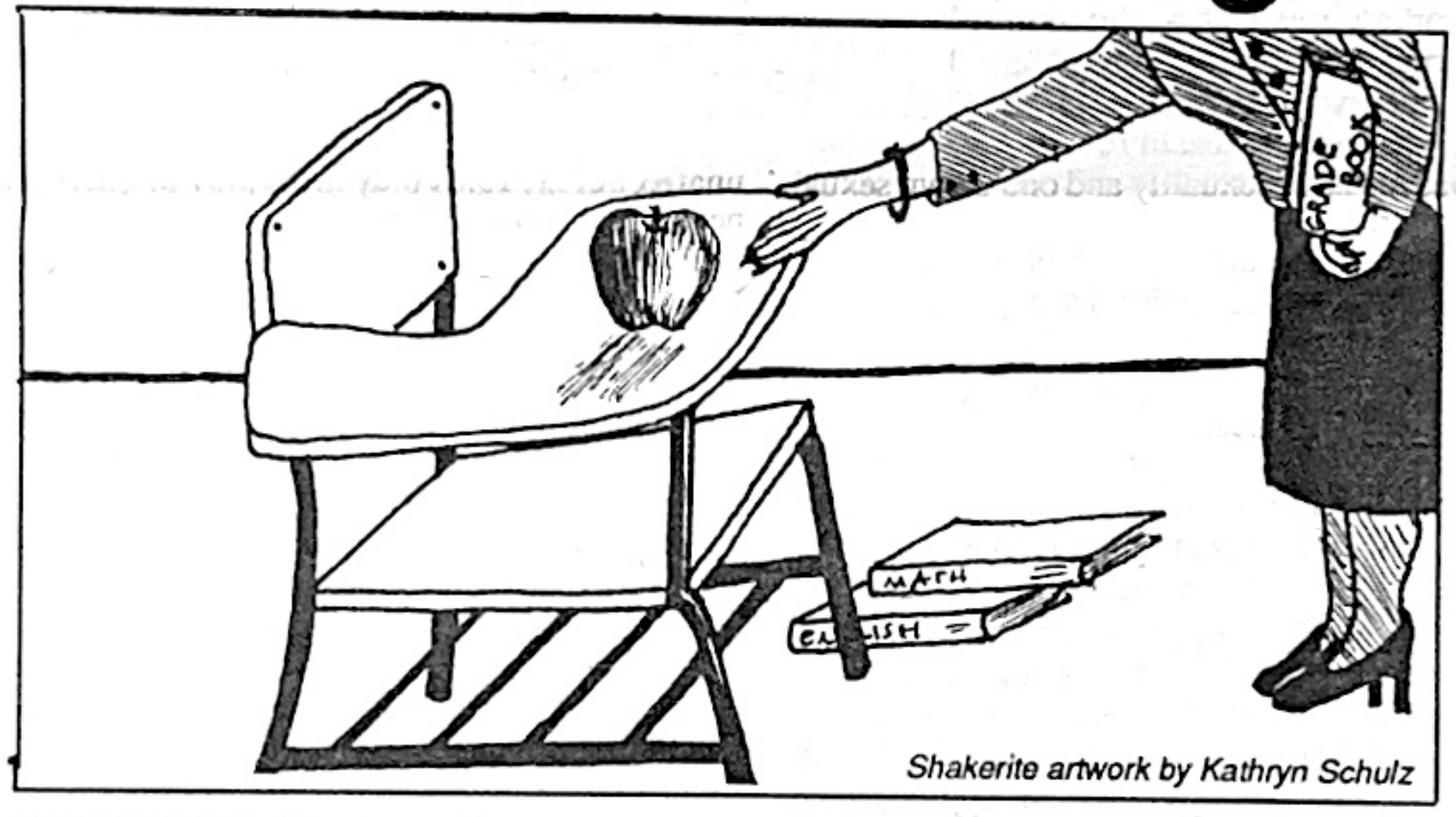
Guidance counselor Freddie Holman said that miscommunication is often the problem behind teacher and student conflicts. She initiates a conference between the teacher and student to prevent any further problems.

In many situations students are not the only ones who fall victim to favoritism. Students recognize their own tendencies to favor certain teachers.

"If you like a certain teacher better, then you will do better academically for them and will treat the teacher better," Howard said.

Teachers agree that students also play favorites.

"At Shaker favoritism exists often upon a teacher's reputation," Pollack said. "Both parents and students seek out that reputation, and as a result one can often find disproportionate classes based upon student favorites."



Shakerite artwork by Kathryn Schulz

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HOMOPHOBIA

Homosexuality triggers uneasiness

BY EMILY TROIA
Staff Reporter

"I'd kill him."
"Be serious."
"I am being serious. I'd kill him."

As they listened to the class discussion about homosexuality, a chill went down a few students' backs when they realized just how serious he was. He would kill his parent, even his own child, based solely on one piece of information; they were gay.

This student's hate for homosexuals is not unique. Reaching all around the world is the fear and hate toward homosexuals: homophobia.

"My friend thinks we should kill them all because they're contrary to human nature," one student shared.

According to a *Shakerite* survey of 200 students, 35 percent of students are personally or religiously opposed to homosexuality.

The Catholic Church is only in the past few years reviewing its unacceptance of the homosexual community, and most strict Christian followers still follow the belief that God made women and men for heterosexual union.

Freshman Jason Rice said he thought homosexuality was wrong because "women were put on the Earth for men's companionship and men for women's- Adam and Eve, not Adam and Steve."

Psychiatrists and social workers say that adolescents struggle with their individual sexuality. This inner conflict consists of the morality of various forms of sexuality and one's own sexual preference.

"Adolescent sexuality is more than adolescent heterosexuality. Most young people, in some way, wrestle with homosexuality," Robert Schaecher wrote in an article for *Education Digest.*

In a society that tries to suppress homosexuality, especially in teenagers, "accepting homosexuality for oneself or for others is not easy," one freshman said.

New statistics show that 30 percent of homosexual and bisexual youths ages 14 to 21 tried to commit suicide.

Shaker Youth Center Counselor Diane Nichols said when adolescents approach her questioning their sexual preferences, she does not label them, regardless of what they say.

Surveyed students were asked to question friendships and imagine their reaction to discovering a friend's homosexuality. Twenty-seven percent of students would not feel uncomfortable with this information, while 43 percent would.

In a survey done by *The New York Times* of 2823 individuals ranging from eighth to twelfth grade, half of the girls and three-fourths of the boys said it would be bad to have a homosexual neighbor.

In Shaker only 18 percent of boys said they would feel comfortable discovering a friend was a homosexual compared to 35 percent of girls.

Studies show that men and boys often feel more uneasy about homosexuality. Psychiatrists and social workers say that much of this may be because of the importance of a male's masculinity to himself and others. Gay bashing often is the result of males trying to secure their masculinity, psychiatrists say.

"These attacks may provide a means for such male youths to affirm their masculinity by attacking someone who symbolizes, consciously or not, an unacceptable aspect of their own personality e.g. homoerotic attractions or a perception that they are not sufficiently masculine," University of California's Dr. Herek told *Playboy* magazine.

Men, historically, do not keep as many close friendships as women because of the unaffectionate roles they must play in business and the armed forces.

"I believe that guys stray from gay because they believe that because the person is gay, the individual will begin to like them," freshman Natalie Harper said.

According to the *Shakerite* survey, females feel much more comfortable displaying affection toward their own sex than males do. Only 40 percent of males feel comfortable displaying affection, while 70 percent of females are not troubled by such affections.

In the past women lived together if they did not marry, and this was not considered an act of lesbianism. Even now, females are considered the more emotional, affectionate gender.

"It's like two girls dancing, when you see two girls dancing in a circle, it's okay, but two guys- it's just kind of strange," one student said.

Recent scientific research supporting the theory that homosexuality is something people are born with provides the people with another issue to contemplate.

In response to this theory, one student said, "Why would they choose to be gay when the only thing they could achieve would be enemies?"

Junior I-han Go stated that prejudice against homosexuals is a terrible thing, comparing it similarly to prejudice against blacks.

Other students were reluctant to make the same comparison. However one senior said that 13 percent of the American population is black, while between 10 to 15 percent of the population is homosexual, making them both "pushed down minorities."

Seventy-three percent of students surveyed said they feel discussions on homosexuality have been avoided in the classroom.

Education Digest has run a number of articles on the issue of "opening up the classroom closet." The magazine says that schools avoid the controversial issue and students do not receive enough understanding about homosexuality.

Playboy magazine said instead of learning about homosexuality in a factual manner teens learn it through such things as jokes, parents' views and song lyrics. Popular musicians such as Guns n' Roses, Heavy D. and Ice Cube all have anti-gay lyrics.

"Are you gay? / I hope that ain't the case 'cause gay mothers get pushed in the face' I hate faggots / They're living in the Village like meat on some maggots," Audio Two wrote.

Allan Slawson's personal social responsibilities class discussed homosexuality using individual views and facts. Slawson's class gave students an opportunity to explore how they felt about homosexuals and gave them new facts and viewpoints to think about.

"[The class] made me realize that [homosexuals] are humans like everyone else," senior Quinn Chambers said.

Slawson said he liked to help students understand homosexuality so that homophobia in the school may be reduced.

"Dr. Martin Luther King Jr. once said he 'would like to see the day when his children are judged on the content of their character and not on the color of their skin.' I like to take it one step further and say, 'people should be judged on the content of their character, not on the content of their sexual preference,'" Slawson said.

In Shaker homophobia does exist and so do gays and lesbians.

Many students said they think neither are recognized by the school nor students.

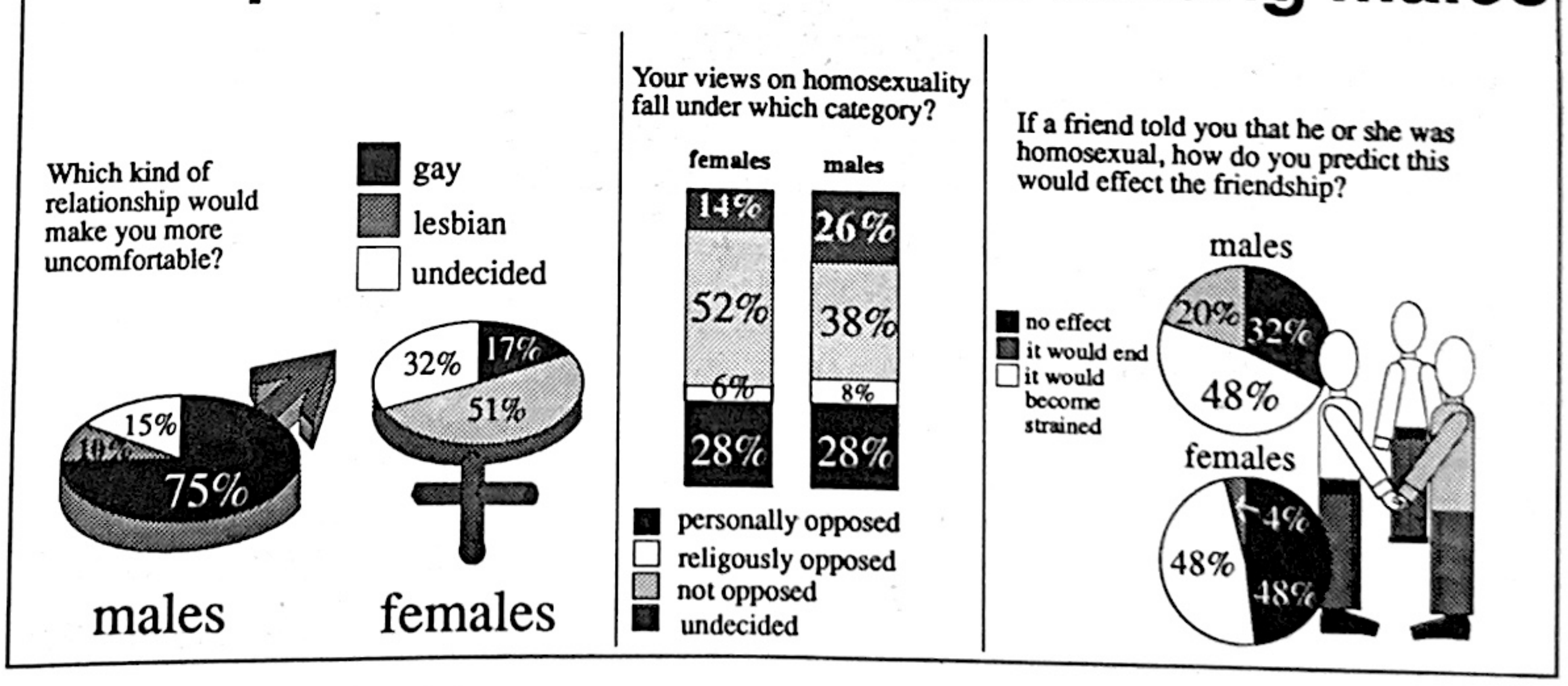
"I am not sure that most people know that there are people that are gay or lesbian in this school, and there are," junior Stephen Peloquin/Klein said.

Myths about homosexuality

- Gay men are attracted to all other men, and all lesbians are attracted to all other women.
- Homosexuals sexually molest children.
- Homosexuals were abused as children.
- Homosexuals are only interested in rape.
- There are only a few homosexuals in this school. Statistically speaking, 10–15 percent of the general population is homosexual.
- All homosexuals have AIDS.
- A homosexual can be identified by the way they walk or talk.

(Source: Class discussion of Allan Slawson's Personal Responsibility class)

Homophobia more common among males



Woodbury's Tae Kwon Do expert off to Summer Olympic trials

BY JEFF JABLOW
Staff Reporter

In the upcoming Summer Olympics in Barcelona, Spain, it is possible that custodian Ranell Thompson will be representing Shaker as well as the United States in Tae Kwon Do.

Thompson, 28, who works as a custodian at Woodbury Elementary School, will be competing in the Olympic Trials held in June in Colorado Springs. This will be the second Summer Olympics in which the martial art of Tae Kwon Do will appear as a demonstration sport.

"I think I have a real good chance of making the team," he said.

Thompson is not a novice at the art—he has been practicing since he was six.

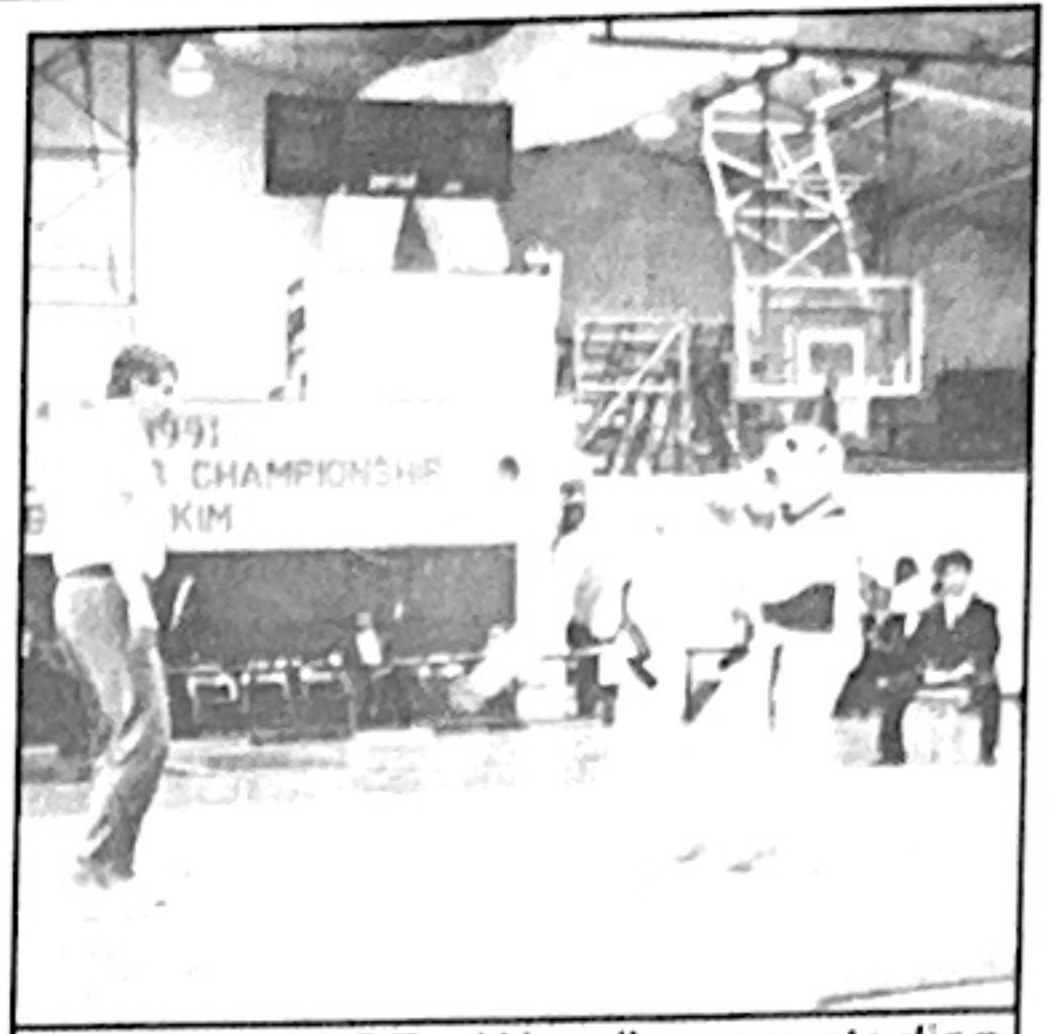
"At that age, other sports were too easy for me. I wanted to try something different," he said. "I have stuck with [Tae Kwon Do] ever since."

According to Thompson, the idea behind Tae Kwon Do is to show superior skill and technique over your opponent. The winner of a match is the participant who has gained the most points which are awarded for certain moves against the opponent. There are no take-downs, punches to the face or sweeps.

Recently in Canton, Thompson took home the gold medal in the state championship competition. He competed in the Bantam weight division which is for participants up to 127 pounds. Besides being state champion, Thompson is also the current National Open champion.

In order to support his training as well as his personal life, Thompson holds two jobs. He works as a computer builder from 6 am to 2 pm. From 3 pm until 11 pm, he works as a custodian at Woodbury. To finish his day, Thompson works out from 11:30 pm to 1:30 pm.

"My schedule is very hard…it's something I have to do, and no one is going to do it for me," he said. "In other countries, the athletes get paid to do their sport. The United States does not do that so I have to support myself. Once I make the team it will be easier, and I will get my meals and other things for free," Thompson said.



IN YOUR FACE. Woodbury custodian Ranell Thompson, second to left, defeats an opponent en route to victory last year. *Photo courtesy of Ranell Thompson*

On the weekends, he works out in Solon for four hours each time. During the week, however, he practices at home. Thompson works out with light weights for flexibility and endurance. He also cross-trains by running, wrestling and playing basketball.

"I will do anything that will give me more endurance," he said.

He also said that this will probably be his only Olympic attempt. After this year, he wants to coach and train other Olympians.

Tae Kwon do will be held as a demonstration sport in the Olympics from Aug. 3 through Aug. 6.

Nathanson wins state wrestling championship

BY JEFF JABLOW
AND ANTHONY SWERTLOFF
Staff Reporter and Sports Editor

Senior Peter Nathanson brought home the state wrestling championship last Saturday in the 135-pound weight division. He is Shaker's first state wrestling champ in 22 years.

Nathanson has managed numerous feats in his four-year varsity career. The following list is for his Shaker career and this year, as well:

1. 120–13 in four years at Shaker. This record is the best in school history.
2. First Shaker wrestler to have 100 wins.
3. Holds Shaker's "fastest pin" record: 10 seconds.
4. First Shaker wrestler to qualify for state tournament three years in a row.
5. Won two sectional titles.
6. Won two district titles.
7. First Shaker wrestler to be named All Lake Erie League Wrestler four straight years and first in league's history to receive this award.
8. Joined brother Josh as second wrestler in Shaker history to letter in wrestling all four years.

This year:

1. 34–0 record.
2. Named Most Valuable Wrestler in league.
3. Won the Franklin Heights Tournament Dec. 14 and was named Most Valuable Wrestler of tournament.
4. Won the Richmond Heights Tournament Dec. 21 and was named Most Valuable Wrestler of tournament.
5. Won the Brecksville Tournament Dec. 28 and was named Most Valuable Wrestler of tournament.
6. Won the Beaver Local Tournament Feb. 1 and was named Most Valuable Wrestler of tournament.
7. Won the LEL Tournament and was named the Most Outstanding Wrestler.
8. Won sectional tournament at Garfield on Feb. 29.
9. Won district championship at Mentor on March 7.
10. Won state championship at Dayton with a 6–1 victory over Brad Hollo from Cincinnati St. Xavier.

According to Nathanson, he has talked with several colleges, including Stanford, Maryland and UNC. He plans to participate in collegiate wrestling and wants to win the NCAA championship.

The above statistical information was supplied by the Athletic Department.

LEL will expand to 10 teams in two years

BY MARK SMITH
Staff Reporter

The expansion of the Lake Erie League in order to include 10 teams will have significant implications for the future of Shaker sports, according to several school officials.

According to athletic director Jerry Masteller, the expansion, which will take place at the beginning of the 1993-1994 school year, will divide the conference into two divisions, one comprised of the larger schools of the league, and the other will be made up of the smaller schools. The three new teams to be added are Mentor, Garfield Heights and Warrensville Heights, he said.

He noted that the Shaker teams that will be affected by the expansion include the football team and the mens and womens basketball team. Other teams will be added shortly to the list as Masteller along with other athletic directors from around the league are meeting regularly to discuss the issues.

Varsity basketball coach Bob Wonson, whose team will be affected by the expansion, said he welcomed the new teams, but admitted he had some reservations about the composition of the new league.

"The expansion itself is good," he said. "We're in favor of expansion and we feel for those schools who were excluded from their league because other teams were afraid to play them."

Such a team is Mentor, which will be added to the new large- school division of the LEL along with Cleveland Heights, Lakewood, Mentor, Shaw and Valley Forge. Wonson welcomed the team to the league since its large size promotes hostility among the present members in its current league.

"Mentor was 'done wrong,'" he said. "It is good that they found a home in the LEL."

Garfield Heights and Warrensville Heights were added to the smaller school division of the league, which also will include Normandy, Parma and Shaker Heights. Wonson also welcomed these two new members.

"Garfield Heights and Warrensville were independents... and it was hard for them to [schedule] games," he said.

But Wonson felt the new plan did not take into consideration the fact that Shaker Heights, especially in basketball, will be unequally matched with smaller teams and will not be able to compete with the best teams in the league.

"I think something could be worked out like they do in hockey, with a competitive balance," Wonson said.

The problem arises, according to Masteller in the fact that the new league regulations will require that schools play teams in their own division twice. Thus, the Shaker Heights basketball team, which has a league record of 45-3, will play teams from smaller schools twice but will play competitive teams such as Shaw only once a year.

"I was the only one of the athletic directors who voted against the proposal at the meeting [last week]," Masteller said. "I wanted to have a double-round with all teams and to have one division in basketball."

In that scenario, according to Masteller, there would be 18 games just in the league alone and only two independent games.

"That was just not the way [the other athletic directors] wanted to go," he said.

The deal that was passed at the meeting on March 8 was to have a total of 13 league games per school. Every one of those games will go toward the league championship. For Shaker, eight of those 13 games will be within the small school division of the LEL.

"The downside of the plan is [that the basketball team has] won the LEL championship four out of five times [and we would] like to play boys basketball among the better schools," Masteller said.

Masteller believed, however, that varsity football and girls basketball will benefit from the expansion.

"In football we'll be helped by a group of smaller schools and... we will enhance our opportunity to win games. In girls basketball, smaller schools will perhaps help," Masteller said.

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Basketball crowds plagued with 'fair-weather' fans

BY ERIK BOLAND
Staff Reporter

COMMENTARY

In many ways, the Cleveland Indians and Shaker's mens basketball team are alike. No, they are are not similar in level of performance and young talent. It is their fan support, fair-weather to be precise, that allows us to draw comparisons.

When the Indians win big and for long periods of time (which is rare), people from all ends of this city flock to the stadium.

If the Wahoos approach the end of the season and are in contention for post-season play (a highly hypothetical and idealistic situation, of course), Clevelanders who would never normally mention our baseball team now glare with pride over our successful ballplayers.

Our high school basketball team suffers from the same disease. Known as "fair-weatherism," this virus affects all people who have no faith or support for their athletic teams unless they have managed a plethora of victories. This "bug" has hit our school recently, especially with the basketball team's success.

Two basketball games from this past season fit this fair-weather image. Both matches had surprisingly large and unprecedented crowds. The first was the game at Valley Forge; the second was at home against Mentor.

At the Forge game, I thought that perhaps I had sat in the wrong section. People flocked through the doors and invaded the visitors' section—students and teachers I had never seen before at any Shaker game. I eventually recognized some of the "regulars" and order was restored to my perplexed state of mind.

Once the game began, though, I wondered why these people even bothered coming to the game, the third-to-last game of the season. Many of their mouths came alive with ignorant statements and continued throughout the game.

"Now, which one is Malcolm Sims?" I heard this during pre-game warm-ups.

My other favorite was, "Shaker has a chance if they keep up with Forge on the scoreboard." Will someone please tell me where else our team could keep up with the opponent if not via the scoreboard?!

On top of this, some people actually left *early*. This was a game in which the largest lead for either team was five points and a game Shaker lost in double overtime at the buzzer. Why would anyone drive for 30 minutes to Parma Heights and then leave a tie game in the fourth quarter?

It was apparently the "thing to do" that night. Students and teachers alike left early, as if staying for the entire game is only for true fans.

The next Shaker home game and the following Cleveland Heights match were poorly attended. I do not see the reasoning behind this, except that maybe "Beverly Hills 90210" was on the tube. Though I was confused about the sudden fan support at Valley Forge, the Mentor game made the full-house theory clear.

This was Shaker's final home contest, but that is not what brought back the fair-weather Forge fans. Earlier that day it was announced that Bobby Knight, basketball coach for Indiana University, Malcolm Sim's future college, would attend the night's hoop festivities. I cannot possibly know how many people I heard saying, "The General (Knight) is going? Well, so am I."

When these people showed up that Tuesday night, they only made bigger fools of themselves. Knight walked into the gym during the first quarter and sat behind the basket near the scoreboard, barely visible. Midway through the fourth quarter, after witnessing two specialty dunks by Sims, he got up and left. Not real exciting stuff.

When he left, I heard some people grumble, apparently disappointed. What did they expect? A press conference? A question-and-answer session followed by a talk on the new eligibility requirements? Of course it is always good to see a celebrity in person, but when they do not put on a performance (like a rock concert, for example), why waste money?

On top of this, these people went to the game *only* to see this man and not to enjoy the talents of our players.

Quinn Chambers, Jerome Griffith, Anton Hameed, Antjuan Taylor, Kyle Withers and Sims were playing in their final home game, but this is not what brought their peers to the game.

As the Regional tournament approaches, it would be nice if Shaker could enjoy the type of home court advantage that the Barberton team had last year.

Three or four thousand of their fans stood outside Akron's J.A.R. Arena well before the gates opened. When they were allowed in, they flocked the court and made life miserable for the incoming referees and Shaker players.

Right before tipoff, the Shaker fans appeared and stared at each other stupidly wondering where to sit. Finally, they had to settle for seats in the nose-bleed section.

Just as it takes a big-name celebrity to bring fans to Cleveland Stadium, so too does it take a Bobby Knight to arouse the support of Shaker fans.

The following conversation was between me and one of these fans at the Mentor game.

"I haven't seen you at a game all year," I said. "Why did you come tonight?"

"Because Bobby Knight was coming."

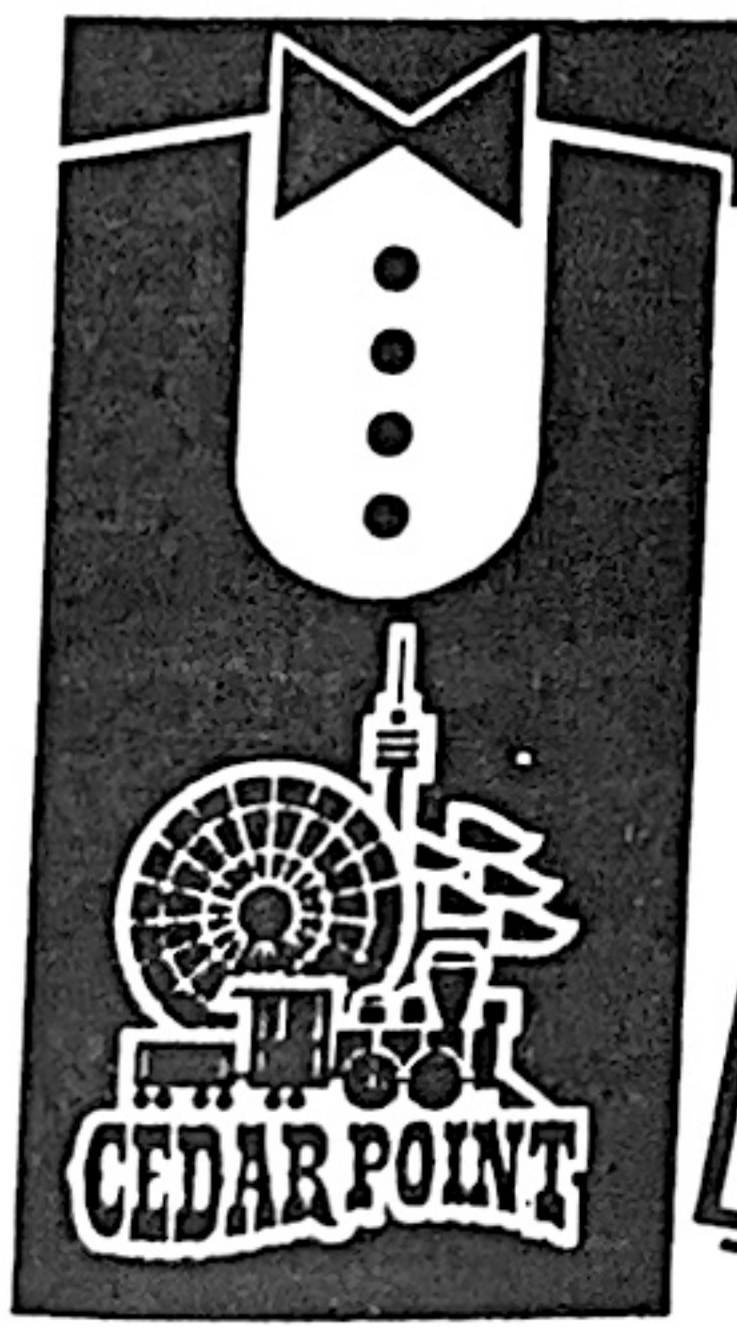
"Aren't you here to show your appreciation for the seniors' efforts toward a remarkable season?"

"What was their record again?"

"17–3."

"Oh yeah, well that too," he said laughing.

He even knew who Malcolm Sims is. At least, I think he did.



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WHEN: Begins Sunday, April 5, 1992 — 8 weeks
WHERE: Woodbury School — choral room and pool
TIME: 4:15–8:15 p.m.
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